DOCUMENT RESUME

ED 263 382 CE 042 898

TITLE	The Apprentice Carpenter and the Trade. Course in Carpentry. Workbook and Tests.
INSTITUTION	California State Dept. of Education, Sacramento. Bureau of Publications.
PUB DATE	84
NOTE	65p.; For a related document, see CE 042 897.
AVAILABLE FROM	Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 ($3.50).
PUB TYPE	Guides - Classroom Use - Materials (For Learner) (051)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Apprenticeships; Behavioral Objectives; *Building Trades; *Carpentry; Collective Bargaining; Construction (Process); Educational Practices; Employer Employee Relationship; Employment Practices; Fringe Benefits; Learning Activities; Postsecondary Education; *Trade and Industrial Education; *Unions; Wages; Woodworking; Workbooks; *Work Environment
IDENTIFIERS	California

ABSTRACT

This student workbook is intended for apprentices in the carpentry trade. The workbook is divided into two sections: the first half consists of instructional materials and study guides, and the second half consists of multiple-choice unit tests on the topics covered in the first part of the book. The following topics are addressed: a three-dimensional look at carpentry, the apprenticeship program, apprenticeship and the public schools, collective bargaining and its results, wages and benefits, historical development of the United Brotherhood, historical development of employer associations, and changing technology. Lists of required and recommended instructional materials and tests on each section of the booklet are also provided. (MN)

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THE APPRENTICE CARPENTER AND THE TRADE

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Course in Carpentry

THE APPRENTICE CARPENTER AND THE TRADE

Workbook and Tests

Prepared under the direction of the

California State Joint Apprenticeship and Training Committee for the Carpentry Industry
Carpentry Curriculum Revision Committee

and the

Bureau of Publications, California State Department of Education

Publishing Information

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California State Department of Education

This publication was edited by Bob Klingensmith, Publications Consultant, Apprenticeship, and Arthur Brown, former Assistant Editor; prepared for photo-offset production by the staff of the Bureau of Publications, California State Department of Education; and published by the Department, 721 Capitol Mall, Sacramento, CA 95814-4785.

Printed by the Office of State Printing and distributed under the provisions of the Library Distribution Act.

Course in Carpentry: The Apprentice Carpenter and the Trade is one of a series of 20 titles in the carpentry series containing workbook and testbook materials within one volume. The titles available, together with year of publication or revision and selling price, are as follows:

The Apprentice Carpenter and the Trade	(Rev. 1984)	$3.50
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Questions and comments pertaining to existing apprenticeship instructional materials or to the development and production of new materials for apprenticeable trades should be directed to:

Theodore R. Smith or Bob Klingensmith
Bureau of Publications
California State Department of Education
721 Capitol Mall
Sacramento, CA 95814-4785
(916) 445-7608

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Foreword

Welcome to the world of apprenticeship. Congratulations, too, on having selected carpentry as your area of specialization, for you have chosen a time-honored and essential profession. Many formidable challenges lie ahead of you, both on the jobsite and in your related-instruction classes, but I believe that the pride and excitement you will experience and the more tangible rewards you will reap will greatly outweigh the difficulties inherent in meeting those challenges.

As an apprentice in the four-year carpentry apprenticeship program, you have a unique opportunity to receive excellent training in all aspects of the trade. I urge you to take full advantage of that opportunity and to apply yourself diligently in each phase of the training program, because in today's tight job market, workers who have mastered the full range of skills have the best chance of keeping themselves employed.

The role of the Department of Education in providing carpentry apprenticeship instructional materials goes back many years. The Department is proud of that role and pleased to be able to continue its cooperative association with labor and management in keeping *The Apprentice Carpenter and the Trade* and the other volumes in the Course in Carpentry series up to date. On behalf of the Department, I wish you great success as an apprentice and as a journey-level carpenter.

Bill Honig

Superintendent of Public Instruction

Preface

The California State Department of Education, through the Bureau of Publications, provides for the development of instructional materials for apprentices under provisions of the California Apprentice Labor Standards Act. These materials are developed through the cooperative efforts of the Department of Education and employer-employee groups representing apprenticeable trades.

The Apprentice Carpenter and the Trade, which was first published in 1976, was planned and prepared under the direction of the California State Joint Apprenticeship and Training Committee for the Carpentry Industry and the Carpentry Curriculum Revision Committee. Many individuals representing employers, employees, and public education contributed to the 1976 publication. Those representing central and northern California included James Brooks, Charles Hanna, Gordon Littman, Charles Royalty, Hans Wachsmuth, Bill Walker, and Jimps Wilcox. Those representing the Los Angeles area included Tom Benson, Creighton Blenkhorn, John Cox, Allen Kocher, and Al Preheim. San Diego representatives were Paul Cecil, Jess Dawson, Robert Moorhouse, and Billy Williams. Special thanks are expressed to Gordon Littman and Terry Callan of the Carpenters 46 Northern California Counties JATC & TB for their work in preparing this 1984 edition. Bob Klingensmith, Publications Consultant, Apprenticeship, directed the work on this edition for the Bureau of Publications.

This workbook is one of a series of individually bound units of instruction for carpentry apprenticeship classes. It consists of two parts—a workbook section and a tests section. A test is provided for each topic in the workbook section, and each test sheet is perforated and arranged so that it can be easily removed from the book at the discretion of the instructor without disturbing any other test. These books reflect the continuing cooperative effort of labor, management, local schools, and the Department of Education to provide the best instructional materials for California apprenticeship classes. They are dedicated to excellence in the training of carpenter apprentices.

GILBERT R. MARGUTH
Deputy Superintendent
for Administration

THEODORE R. SMITH
Editor in Chief
Bureau of Publications

The Apprentice Carpenter and the Trade

TOPIC 1—A THREE-DIMENSIONAL LOOK AT CARPENTRY

This topic is planned to help you answer the following questions:

- **How old is the craft of carpentry?**
- **What are the fundamental purposes of carpentry apprenticeship?**
- **What are some of the advantages of carpentry apprenticeship?**

The craft of carpentry originated several thousand years before the Christian era, and it has been practiced by every civilization in recorded history. Apprenticeship also had its origins in the remote past, and although it has undergone many changes over the years, it has withstood the test of time as a means of training new workers in the skilled crafts.

The Background of Apprenticeship

In the ancient beginnings of apprenticeship, the teaching of a skilled craft was the direct responsibility of a master, who taught the trade to his sons or other young men. The apprentice was virtually a slave, completely under the power of the master. This first historical phase of apprenticeship extended from biblical times to about the middle of the nineteenth century. The second phase of apprenticeship began with the establishment of trade unions and their subsequent growth, when the responsibility of passing on trade skills gradually shifted to the respective crafts in the labor movement. Apprenticeship in the United States entered its third phase after passage of the Wagner Act (the National Labor Relations Act) in 1935; thereafter, as one result of collective bargaining, apprenticeship came to be a jointly sponsored program of labor and management.

Carpentry Apprenticeship

Carpentry apprenticeship is a system of on-the-job training combined with classes of related instruction and study. This system is designed to fill three basic needs: (1) to preserve the craft of carpentry; (2) to supply skilled and technically qualified workers to industry; and (3) to provide a vocational education in carpentry to young persons who demonstrate the aptitude, initiative, and ability to become journey-level carpenters. Entrance into carpentry apprenticeship has always been based on educational preparation, physical aptitudes, and employment opportunities. Apprentices are selected without regard to race, creed, color, sex, political opinions, or national origin.

UBC & JA Provisions for Apprenticeship

From its inception in 1881, the United Brotherhood of Carpenters and Joiners of America (UBC & JA) has provided for apprenticeship in its constitution (see the *Constitution and Laws,* Section 43).

Carpentry apprenticeship from 1881 to 1939 was primarily a unilateral, union-sponsored effort to preserve the craft. During this period, the Brotherhood developed a comprehensive course in carpentry, including millwork, millwrighting, and other skilled divisions and subdivisions of the trade. The UBC & JA course is made available through the Brotherhood's local unions and district councils, and it is continually being revised, updated, and expanded.

Department of Apprenticeship and Training (UBC & JA). During its twenty-ninth general convention (the Eightieth Anniversary Convention), the UBC & JA authorized establishment of a Department of Apprenticeship and Training to coordinate the apprenticeship functions of the union's subordinate bodies (local unions, district councils, and union apprenticeship committees). The Department of Apprenticeship and Training is under the direction and supervision of the Technical Director, who is responsible to the First General Vice-President, as provided for in the *Constitution and Laws* of the Brotherhood. The Department of Apprenticeship and Training publishes UBC & JA training and reference materials that are widely used in carpentry apprenticeship courses.

Special Apprenticeship Committee. At each quadrennial convention, a special Apprenticeship Committee reviews all resolutions and hears all issues relating to apprenticeship and training. The committee then reports any proposed constitutional changes intended to strengthen and improve apprenticeship to the con-

vention. Thus, the United Brotherhood of Carpenters and Joiners of America continues its historic role of perpetuating the carpentry craft and preserving its long and proud traditions.

The Need for Skilled Workers

In addition to perpetuating the craft, carpentry apprenticeship has the immediate task of developing skilled workers for the construction industry. In the years since the end of World War II, new materials, products, and techniques of production have profoundly changed the industry and increased the demands made on craftspersons in all the skilled trades. This is especially true for carpenters, since carpentry is the master craft on which all aspects of construction are dependent. Carpentry apprenticeship is constantly being evaluated and updated to cover new developments in the trade.

As an apprentice carpenter, you will find that there is much to learn. The intensely competitive construction industry eliminates the incompetent or unbusinesslike employer, but it even more brutally rejects the ignorant, dull, lazy, or unmotivated worker. The industry cannot waste time, effort, and money on apprentices who cannot or will not apply themselves to the difficult task of learning a skilled trade and earning a completion certificate.

Benjamin Franklin wrote, "He who hath a trade, hath an estate." This is carpentry apprenticeship's third dimension: to provide an estate to those young persons whose basic education, motivation, aptitudes, and intelligence lead them to choose a career in skills through apprenticeship.

Benefits of the Carpentry Apprenticeship Course

The four-year course in carpentry provides valuable training, skills, and knowledge. It is very demanding, but it is also very satisfying and rewarding. During your apprenticeship you will earn a good income, in contrast with college students, for example, who usually must spend a considerable amount of money for their educations and have little opportunity to earn while learning.

Successful completion of an apprenticeship brings the immediate reward of journey-level status in a skilled trade, and it opens the door to many related career opportunities. For example, many apprenticeship-trained carpenters go on to become supervisors or superintendents, and others become successful contractors. Besides these material advantages, carpentry apprenticeship provides the best foundation for enjoying a career in a craft that is very rewarding in its aesthetic values. With justifiable pride carpenters can say, "We are the builders."

The Importance of the Construction Industry

Construction is so interwoven into the fabric of our society that we are inclined to take it as much for granted as the air we breathe. In the whole range of our activities, every day of our lives, we use countless facilities made available by construction. The construction industry builds the homes we live in; the factories, mills, offices, and other places in which we work; the schools our children attend; our hospitals; and our places of worship. The vast complex of streets, highways, and freeways over which our commerce moves is made possible by construction; so are the wharves, docks, and piers that are essential to the maritime industry. Construction harnesses our rivers and thus provides flood control, water supplies, and electrical energy. The list can be extended almost indefinitely. Almost every aspect of our complex social order is to some extent dependent on the construction industry.

THE APPRENTICE CARPENTER AND THE TRADE

TOPIC 1—A THREE-DIMENSIONAL LOOK AT CARPENTRY

Study Guide

Determine the correct word for each numbered blank in the sentence and write it in the corresponding blank at the right.

1. Carpentry apprenticeship is a system of on-the-job __1__ combined with classes of related __2__. — 1. _____ 2. _____

2. Entrance into carpentry apprenticeship has always been based on __3__ preparation, physical __4__, and employment opportunities. — 3. _____ 4. _____

3. The United Brotherhood of Carpenters and Joiners of America (UBC & JA) provided for apprenticeship in its first __5__. — 5. _____

4. The Department of Apprenticeship and Training (UBC & JA) functions under the direction and supervision of a __6__ __7__. — 6. _____ 7. _____

5. Modern apprenticeship is jointly sponsored by __8__ and __9__. — 8. _____ 9. _____

6. Carpentry is the __10__ craft on which all aspects of construction are dependent. — 10. _____

7. The fundamental purposes of carpentry apprenticeship are to preserve the __11__, to supply skilled and technically qualified __12__ to industry, and to provide a vocational __13__ in carpentry to those who qualify. — 11. _____ 12. _____ 13. _____

8. Since the end of World War II, the construction industry and the carpentry trade have been profoundly changed by new __14__, __15__, and __16__ of production. — 14. _____ 15. _____ 16. _____

9. Many apprenticeship-trained journey-level carpenters go on to become __17__ or __18__. — 17. _____ 18. _____

10. Because the construction industry is intensely competitive, it rejects the unbusinesslike __19__ and the lazy or unmotivated __20__. — 19. _____ 20. _____

THE APPRENTICE CARPENTER AND THE TRADE

TOPIC 2—THE APPRENTICESHIP PROGRAM

This topic is planned to help you answer the following questions:

- **What legislation has been enacted to encourage and develop apprenticeship?**
- **What is a joint apprenticeship committee, and what are its duties and responsibilities?**
- **Where is the authority of the joint apprenticeship committee spelled out?**
- **How are apprentices selected?**
- **What are the responsibilities of the apprentice, the union, and the employer with regard to the apprenticeship program?**
- **How are apprentices affected by labor laws?**

Legislation for Apprenticeship

Legislation has been enacted at both the federal and state levels to encourage and develop apprenticeship. The basic federal act relating to apprenticeship is the Fitzgerald Act. California's basic apprenticeship law is the Shelley-Maloney Apprentice Labor Standards Act.

The Fitzgerald Act

The Fitzgerald Act, passed by Congress in 1937, authorized the U.S. Secretary of Labor to promote labor standards for apprentices, to foster the welfare of apprentices, and to bring employers and labor together to enter into agreements establishing apprenticeship programs. By virtue of this authority, the Secretary of Labor established a national advisory committee on apprenticeship and an agency which is now known as the Bureau of Apprenticeship and Training (BAT). The principal functions of BAT are to promote effective apprenticeship and training programs and to provide technical assistance to industry in setting up such programs. In performing these functions, BAT works closely with state apprenticeship agencies, trade and industrial education institutions, and representatives of labor and management.

The Shelley-Maloney Act

Passage of the Shelley-Maloney Apprentice Labor Standards Act in 1939 provided the basis for an organized system of apprenticeship training in California. The intent of this law was to establish standards for minimum wages, maximum hours, and working conditions for apprentices and in general to promote apprenticeship and the welfare of the apprentice and industry.

An apprentice is defined by the Shelley-Maloney Act as a person at least sixteen years old who has entered into a written apprentice agreement with an employer or the employer's agent. The agreement must provide for not less than 2,000 hours of reasonably continuous employment and for participation in an approved program of training in trade-related and supplemental subjects (usually a minimum of 144 hours per year).

Administration of Apprenticeship in California

Under the provisions of the Shelley-Maloney Act, the California Apprenticeship Council (CAC) was established as a policymaking body, and the Director of the Department of Industrial Relations was named as the Administrator of Apprenticeship. The Division of Apprenticeship Standards (DAS) in the Department of Industrial Relations was empowered to carry out the department's responsibilities in regard to apprenticeship.

The California Apprenticeship Council

According to the provisions of the Shelley-Maloney Act and its amendments, the Governor appoints a California Apprenticeship Council composed of the following: six representatives each of employer and employee organizations; two representatives of the general public; the Director of Industrial Relations; the Chancellor of the California Community Colleges or his or her designee; and the Superintendent of Public Instruction or his or her designee. The California Apprenticeship Council promotes and develops apprenticeship throughout the state and establishes standards for minimum wages, maximum hours, and working conditions for apprentices.

The Division of Apprenticeship Standards

The Division of Apprenticeship Standards is the administrative arm of the California Apprenticeship Council. Its basic functions are to promote apprenticeship; assist employers and employees in the development of apprenticeship standards; assist employers, employees, schools, and other governmental and community agencies in coordinating their activities in apprenticeship; and advise and assist apprenticeship

committees in the operation and improvement of their training programs.

The Joint Apprenticeship Committee

Apprenticeship arrangements at the local level are handled by local joint apprenticeship committees (JACs) or joint apprenticeship and training committees (JATCs), which are made up of an equal number of employer and employee representatives. Normally, apprentices are registered with the local JAC or JATC that has jurisdiction in the geographic area where they receive their on-the-job training and in the school district where they receive related classroom instruction.

Apprenticeship Standards

The local joint apprenticeship committee operates its apprenticeship program under authority granted to it by the participating employer and employee organizations. This authority is established in a written agreement called an apprenticeship labor standards agreement, usually referred to simply as the "apprenticeship standards" for the program. The apprenticeship standards are adopted by the joint apprenticeship committee and approved by the Division of Apprenticeship Standards.

The apprenticeship standards contain rules and regulations for conducting the apprenticeship program, and they spell out the duties and responsibilities of the local joint apprenticeship committee.

Duties and Responsibilities of the Local JAC

In conformance with the apprenticeship standards, the JAC or JATC selects and indentures apprentices, supervises on-the-job training, and assists and advises the school in the related-instruction program. The committee also keeps records of each apprentice's progress, enforces discipline as required (this may include cancelling an apprenticeship for just cause), approves transfers, and recommends issuance of certificates of completion when apprentices have earned them. Also, approval of the JAC or JATC is required before an apprentice can be advanced to the next rate of pay. This approval depends on the apprentice's work record and progress in related instruction.

The members of the local JAC or JATC serve on a voluntary basis, their only compensation being the satisfaction of contributing to the three basic purposes of apprenticeship: preserving the craft of carpentry, supplying industry's need for skilled workers, and providing qualified persons an opportunity to get a well-rounded vocational education in the craft of carpentry.

Selection of Apprentices

Under authority given in the apprenticeship standards, the local JAC or JATC approves applications for apprenticeship on the basis of the following: (1) minimum basic education (high school graduation or GED equivalent test administered by the school); (2) the *Qualifying Test for Apprenticeship and Trainee Applicants,* prepared by the National Joint Carpentry Apprenticeship and Training Committee; the *Carpentry Aptitude Test* (B-216), administered by the California State Employment Development Department; and other trade tests as required by the local JAC or JATC; (3) age (as defined in the apprenticeship standards and the *Constitution and Laws* of the UBC & JA); and (4) employment opportunities (governed by the needs of industry in the area at the time of application).

Nondiscrimination in selection of apprentices. The Civil Rights Act of 1964 makes discrimination unlawful, in matters of education, employment, housing, and voting, against any individual because of race, religion, sex, or national origin. Among its provisions, the Act requires affirmative nondiscriminatory selection of apprentices by industry joint committees.

Clearly, the best interests of the nation are served if equal employment opportunities are afforded to all, and on this point labor, management, and government are in full agreement. Many social, economic, and educational problems remain to be solved before the goal of equal economic opportunity for all can be fully achieved, but progress toward this end is being made.

The stand of the United Brotherhood of Carpenters and Joiners of America in regard to equality of workers was announced as long ago as 1881, when the founding convention of the Brotherhood adopted a basic antidiscrimination provision as part of its *Constitution and Laws.* This provision, which has been reaffirmed and made explicit in subsequent official publications of the Brotherhood, reads as follows (from the UBC & JA *Constitution and Laws,* Section 3, as amended): "We recognize that the interests of all labor are identical regardless of occupation, sex, nationality, religion, or color, for a wrong done to one is a wrong done to all."

Individual Apprenticeship Agreements

The apprenticeship standards require that each apprentice sign an apprentice agreement with the joint apprenticeship committee. In signing the apprentice agreement, the apprentice enters into a contract of indenture with the joint apprenticeship committee,

which acts on behalf of the employer and the union. As parties to this contract, the apprentice, the employer, and the union assume specific responsibilities with regard to the apprenticeship.

Responsibilities of the Apprentice

The apprentice has the following basic responsibilities under the agreement:

1. To perform the work of learning the trade diligently and faithfully
2. To comply with the training schedule
3. To make satisfactory progress on the job
4. To maintain good personal relationships with the employer and with fellow employees
5. To attend related and supplemental classes of instruction regularly and make satisfactory grades
6. To report to the joint apprenticeship committee any major deviation from or violation of the training schedule
7. To keep records of his or her on-the-job training and classroom attendance and progress as required by the joint apprenticeship committee
8. To inform the employer, the union, and the joint apprenticeship committee of any change of address or inability to work or attend related-instruction classes

Responsibility of the Employer

The employer is responsible for providing on-the-job training for the apprentice. The best apprentice training occurs in shops or on projects where the employer knows the value of training and gives emphasis to it throughout the organization. The superintendent, the supervisor, and the journey-level workers must understand that they all have a responsibility in the training of apprentices. Successful businesses are built on planning and training for the future, and sound apprenticeship training requires that the employer assume responsibility for turning out all-around skilled workers.

Responsibility of the Union

One of the fundamental purposes of the union is to provide industry with skilled, competent workers. To ensure a continuing supply of qualified carpenters, the United Brotherhood of Carpenters and Joiners of America actively supports apprenticeship, admits qualified persons to union membership as apprentices, and assists in the training of the apprentices.

Discipline

Carpentry apprenticeship is a voluntary program in which all parties—the union, the employer, and the apprentice—accept mutual obligations. Self-discipline is inherent in all aspects of the program. Authority to impose sanctions against those who violate the rules is vested in the local joint apprenticeship committee or local joint apprenticeship and training committee, subject to appeal through the State Administrator of Apprenticeship. All approved standards establish this "chain of command."

The local joint apprenticeship committee or joint apprenticeship and training committee has the authority to discipline apprentices for failure to attend related-instruction classes or for disrupting instruction in a class. By this authority, the committee may terminate an apprentice's identure. Termination of indenture results in termination of union membership.

The local joint apprenticeship committee or joint apprenticeship and training committee also has authority to deny individual employers the right to employ apprentices when such employment would not provide suitable on-the-job training or when wages, hours, or working conditions are in violation of the collective bargaining agreement or the apprenticeship standards.

Labor Laws and the Apprentice

All federal and state laws, rules, and codes that apply in general to the labor force apply also to apprentices. Some federal laws of special concern to workers are the Fair Labor Standards Act, the Davis-Bacon Act, the Walsh-Healy Act, the Taft-Hartley Act, and the Landrum-Griffin Act.

The Fair Labor Standards Act

The Fair Labor Standards Act establishes minimum wages and maximum hours for workers engaged in interstate commerce or in the production of goods for interstate commerce. Although this law does not directly affect many workers in the skilled trades, it does tend to raise wages and decrease working hours for workers in general.

The Davis-Bacon Act

The Davis-Bacon Act provides that the wage scales established for private industry in an area will apply for federal public works projects in that area. The Act also requires that contractors for federal public works projects submit evidence of established apprentice–journey-level worker ratios and wage rates, that each apprentice employed on such a project be certified to the contracting agency, and that certain fringe benefits be provided for all workers, including apprentices, who are employed on projects covered by the Act.

The Walsh-Healy Act

The Walsh-Healy Act establishes standards for pay and working conditions for persons employed under federal government contracts. This legislation, like the Fair Labor Standards Act, has the effect of promoting better working conditions and raising pay levels not only for those directly affected but also for workers in general.

The Taft-Hartley Act

The Taft-Hartley Act (the Labor-Management Relations Act of 1947) is an amendment to the National Labor Relations Act of 1935. The National Labor Relations Act, as amended, guarantees the right of workers to organize and bargain collectively with their employers, permits the existence of a union shop, prohibits a closed shop, and allows the President to impose a cooling-off period before a strike or lockout affecting national health or safety can be called. The Taft-Hartley Act contains a number of other provisions, some of which are considered controversial, but all of which are of concern to workers in their relations with their unions and employers.

The Landrum-Griffin Act

The Landrum-Griffin Act (the Labor-Management Reporting and Disclosures Act) requires labor organizations and employers to report regularly on certain of their activities; sets standards regarding union elections, the handling of union funds, and the qualifications of union officers, requiring that such officers be bonded; and prohibits secondary boycotts, certain kinds of strikes and picketing, and certain kinds of labor contracts.

Equal Opportunity Regulations

Title 29, *Code of Federal Regulations,* Part 30 was enacted as a national plan to promote equality of opportunity in apprenticeship by prohibiting discrimination based on race, color, religion, national origin, or sex in apprenticeship programs. It requires affirmative action by joint apprenticeship committees and apprenticeship programs to provide equal opportunity in the selection of applicants and their training. It also applies to conditions of employment and procedures for review of apprenticeship programs that do not comply.

A statewide plan, called the California Plan for Equal Opportunity in Apprenticeship, is nearly identical with the national plan and is approved by the U.S. Department of Labor as being consistent with the federal regulations. Under the provisions of 29 *CFR* 30 and the California Plan, apprenticeship programs are required to take affirmative action to provide equal opportunity in apprenticeship, report minority participation in their training programs periodically, and coordinate their equal-opportunity efforts with those of other equal-opportunity programs.

Study Assignment

Review the apprenticeship standards and rules and regulations adopted by your joint apprenticeship committee or joint apprenticeship and training committee.

THE APPRENTICE CARPENTER AND THE TRADE

TOPIC 2—THE APPRENTICESHIP PROGRAM

Study Guide

Determine the correct word for each numbered blank in the sentence and write it in the corresponding blank at the right.

1. The 1 Act gave the U.S. Secretary of 2 the authority to promote labor standards for apprentices and to bring 3 and 4 together for the purpose of establishing apprenticeship programs. — 1. _____ 2. _____ 3. _____ 4. _____

2. The apprenticeship activities of the Department of Labor are carried on by the Bureau of 5 and 6. — 5. _____ 6. _____

3. The Shelley-Maloney Act, California's basic legislative act governing 7, was adopted in 8. — 7. _____ 8. _____

4. The California Apprenticeship Council promotes and develops 9 throughout the state and establishes standards for minimum 10, maximum 11, and 12 conditions for apprentices. — 9. _____ 10. _____ 11. _____ 12. _____

5. The minimum age for an apprentice as defined in state law is 13 years. — 13. _____

6. A standard apprenticeship agreement under California law provides for not less than 14 hours of reasonably 15 employment and at least 16 hours of related instruction per year. — 14. _____ 15. _____ 16. _____

7. The Division of Apprenticeship Standards is the administrative arm of the California 17 18. — 17. _____ 18. _____

8. Joint apprenticeship committees are made up of equal numbers of 19 and 20 representatives. — 19. _____ 20. _____

9. The authority granted to the JAC or JATC is spelled out in a written agreement called an apprenticeship 21 22 agreement. — 21. _____ 22. _____

10. The local JAC or JATC approves applications for apprenticeship on the basis of minimum basic 23, results of 24 tests, age, and 25 opportunities available in the area at the time of the application. — 23. _____ 24. _____ 25. _____

11. The Civil Rights Act of 1964 requires that the selection of apprentices be affirmatively 26. — 26. _____

12. The constitution of the United Brotherhood of Carpenters and Joiners of America contains a provision affirming that the interests of all labor are 27. — 27. _____

13. Approval of the JAC or JATC is required before an apprentice can be advanced to the next 28 of 29. — 28. _____ 29. _____

14. Members of the local JAC or JATC serve on a 30 basis. 30. _____

15. The JAC or JATC keeps records of each apprentice's progress and enforces 31 as required. 31. _____

16. In signing the apprentice agreement, the apprentice enters into a contract of 32 with the JAC or JATC. 32. _____

17. All federal and state laws that apply in general to the labor force apply also to 33. 33. _____

18. The Taft-Hartley Act is an amendment to the National 34 35 Act of 1935. 34. _____ 35. _____

19. The Landrum-Griffin Act requires that union officers be 36. 36. _____

20. The Davis-Bacon Act provides that the wage scales for private industry in an area will apply for federal 37 38 projects in the area. 37. _____ 38. _____

THE APPRENTICE CARPENTER AND THE TRADE

TOPIC 3—APPRENTICESHIP AND THE PUBLIC SCHOOLS

This topic is planned to help you answer the following questions:

- **How do the public schools contribute to the apprenticeship program?**
- **What qualifications must the instructor of an apprenticeship related-instruction class have?**
- **What contribution does the California State Department of Education make to apprenticeship?**
- **What are the responsibilities of apprenticeship educational advisory committees?**
- **Why is it essential for an apprentice to attend related-instruction classes regularly and obtain satisfactory grades?**

Modern apprenticeship is a combination of two interrelated types of training: experience obtained on the job under the guidance and supervision of journey-level workers, and related instruction obtained in classes typically held in the local public schools. Responsibility for providing well-rounded on-the-job training is assumed by industry. By state law, the public schools are responsible for providing the related instruction needed in an apprenticeship program.

Related-Instruction Classes

Most related-instruction classes are conducted in local high schools, regional occupational centers and programs, adult schools, and community colleges, usually in the evening. (In some instances, classes are conducted in industry-funded training centers.) The instruction is given by a journey-level worker who is experienced, well informed, and highly skilled in the trade and who also holds a California vocational teaching credential earned by meeting state requirements. The instructor follows the course outline and uses the instructional materials prescribed by the particular industry.

The school district provides the classroom facilities, the necessary equipment and materials, and the instructor for the related-instruction class. Like any other teacher, the instructor is an employee of the school district.

Local Educational Advisory Committees

To ensure that the related-instruction classes will be an effective part of the total apprenticeship program, a school district that offers this instruction obtains the advice and assistance of industry representatives in planning and operating the classes. The school district may appoint an apprenticeship educational advisory committee of its own choice for this purpose, but usually the district relies on the local joint apprenticeship and training committee to provide the needed advice and assistance.

The school district usually relies to a great extent on the local joint apprenticeship and training committee for suggestions and recommendations regarding such matters as (1) the best available candidates for employment as instructors in the related-instruction program; (2) the facilities, equipment, and supplies that are needed to make the program fully effective; (3) the instructional procedures that may be used to best advantage in the program; and (4) ways in which disciplinary problems may be handled to the best advantage of all who are involved—the individual, the industry, and the school.

The California State Department of Education

The California State Department of Education contributes in many ways to the apprenticeship instructional programs conducted by the public schools. The Department's responsibilities include the following:

- Encouraging the schools to establish and maintain related-instruction programs for the trades
- Working cooperatively with each trade to develop course outlines and instructional materials for use in the related-instruction program
- Editing and publishing workbooks, testbooks, and other instructional materials that are developed cooperatively by the Department and the trades (These materials are made available at cost to apprentices.)
- Assisting and advising each industry in the selection of additional instructional materials for use in conjunction with those published by the Department
- Assisting apprenticeship committees to find the best answers to statewide educational problems relating to apprenticeship
- Providing school districts with part of the funds needed to cover the cost of related instruction

The Department meets these responsibilities primarily through the Vocational Education unit and the Bureau of Publications.

State Educational Advisory Committees

Each trade that conducts an apprenticeship program for which the public schools provide related instruction has a state educational advisory committee representing labor and management. Each such committee has statewide responsibility for advising and assisting the Vocational Education unit and the Bureau of Publications in matters such as the following:

- Developing course outlines for the related instruction required by the industry the committee represents
- Preparing instructional materials to be used in the related-instruction classes
- Selecting the textbooks and other materials to be used in conjunction with the instructional materials prepared by the Department

The State Educational Advisory Committee for Carpentry is composed of labor and management representatives and advisers appointed by the joint apprenticeship committees in the three collective bargaining areas in the state. This committee has within its membership a wealth of knowledge and experience in carpentry and construction, and it is always alert for new ideas and information from trade associations, manufacturers, and others in the industry. It is, therefore, well equipped to advise and assist the Department in the task of providing an up-to-date, efficient, and effective related-instruction program for carpentry apprentices.

Importance of Related-Instruction Classes

All apprentices must enroll in the related-instruction courses that are prescribed for the trade in which they are serving their apprenticeship. They must attend class regularly, complete all the assignments, and pass the tests that are given periodically throughout the course and at the end of the course. Regular and prompt attendance is essential for learning and for maintaining a place in the apprenticeship program. Absence is excused only for illness or other serious circumstances.

Sometimes an apprentice must work in an area where attendance at the required classes is impossible. In this case, the joint apprenticeship committee and the school may provide for the apprentice to complete the prescribed assignments by correspondence; however, such an apprentice still must report to a designated place to take the required final tests under supervision of a credentialed instructor.

Study Assignment

Read the foreword and preface of this workbook for useful background information on the carpentry course, including the names of persons in your industry and in public education who contributed to it.

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THE APPRENTICE CARPENTER AND THE TRADE

TOPIC 3—APPRENTICESHIP AND THE PUBLIC SCHOOLS

Study Guide

Determine the correct word for each numbered blank in the sentence and write it in the corresponding blank at the right.

1. Modern apprenticeship is a combination of experience gained on the _1_ and related instruction obtained in classes held in local _2_ _3_. — 1. _____ 2. _____ 3. _____

2. Related instruction is given by a _4_ who is experienced, well informed, and highly skilled in the trade and who holds a California _5_ teaching credential. — 4. _____ 5. _____

3. Responsibility for related instruction is assumed by the _6_ _7_. — 6. _____ 7. _____

4. Each school district that provides related instruction obtains the advice and assistance of an _8_ _9_ committee in solving problems relating to apprenticeship. — 8. _____ 9. _____

5. The California State Department of Education conducts _10_ programs for instructors and coordinators for the related-instruction program. — 10. _____

6. Related-instruction classes are offered by local _11_ schools, _12_ schools, and _13_ colleges, and in some instances by industry-funded _14_ centers. — 11. _____ 12. _____ 13. _____ 14. _____

7. This workbook is a result of the combined efforts of _15_, _16_, and the State Department of _17_. — 15. _____ 16. _____ 17. _____

8. Training materials for related-instruction classes are made available to apprentices at _18_. — 18. _____

9. Every apprentice must enroll in the related-instruction courses that are _19_ for the trade. — 19. _____

10. Regular and prompt _20_ in the related-instruction classes is a requirement for maintaining a place in the apprenticeship program. — 20. _____

THE APPRENTICE CARPENTER AND THE TRADE

TOPIC 4—COLLECTIVE BARGAINING AND ITS RESULTS

This topic is planned to help you answer the following questions:

- **What is meant by "collective bargaining"?**
- **How did widespread acceptance of collective bargaining affect labor relations in the United States?**
- **What are master labor agreements, and how are they negotiated?**
- **What are some of the benefits of collective bargaining?**
- **What is an annuity plan, and how is such a plan administered?**
- **How are trust funds invested in the construction industry?**

The Collective Bargaining System

After passage of the Wagner Act (the National Labor Relations Act) in 1935, the negotiation of written contracts between unions and employers became general practice. Representatives of labor and management meet to negotiate these contracts in a process known as collective bargaining.

Widespread acceptance of collective bargaining had an immediate stabilizing effect on the nation's industries. Labor relations were improved, and a better climate of work resulted for employers and employees alike.

The Master Labor Agreement Concept

The United Brotherhood of Carpenters and Joiners of America has always granted a large measure of autonomy to its affiliated local unions and district councils. Consequently, during the early years of collective bargaining, labor relations in the construction industry were governed by a wide variety of locally negotiated contracts. The need for a more uniform method of contract negotiation soon became apparent. Representatives of the local unions and district councils of the UBC & JA met with representatives of employer associations to consider other approaches to collective bargaining. Out of these meetings came the concept of the master labor agreement—a uniformly applied agreement between the UBC & JA subordinate bodies (local unions and district councils) and the employer associations within a defined geographical area.

At the present time in California, master labor agreements between the carpenters and the employers are negotiated in three regional contract areas: the 46 Northern California Counties Area, with headquarters in Pleasanton; the Eleven Southern California Counties Area, with headquarters in Los Angeles; and the San Diego County Area.

Labor agreements are usually negotiated for a contract period of one or more years, with provision for interim openings for specific and limited purposes. These agreements are registered and filed with all appropriate state and federal agencies. They are lawful contracts, binding on all the signatory parties and enforceable in the courts.

Procedure for Amending the Agreement

Prior to the expiration date of the existing master agreement, labor and management representatives meet in negotiating sessions to arrive at a new agreement, which is usually an amended version of the existing master agreement.

The procedure to be followed in amending the master agreement varies in each contract area, but the general practice in each area is to serve notice of a desire to amend. This is usually done by the union. The employers then meet to select their negotiators and define their strategy. The union holds a conference, or a series of conferences, of all affected locals and district councils to formulate its demands and appoint a negotiating committee. The bargaining parties then meet to establish a schedule of negotiating sessions.

Contents of the Agreement

The collective bargaining agreement executed by the employers and the union establishes the wages, hours of work, overtime pay, working conditions, and fringe benefits for the carpenters in the contract area. It also contains provisions for the settlement of disputes and the carrying out of grievance procedures, and it provides the basis for carpentry apprenticeships in the contract area.

Collective Bargaining Results

As a result of collective bargaining, labor relations in California's construction industry have become stabilized, and a high degree of uniformity in wages, hours, and working conditions has been achieved for carpenters throughout the state. Also, the master

agreements in the various contract areas include provisions for health and welfare plans, pension plans, vacation plans, and annuity plans. These plans are financed by employer contributions, on a "cents-per-hour-worked" basis, to trust funds that are administered by boards of trustees made up of labor and management representatives in equal numbers.

Health and Welfare Plans

In the early 1950s, industry-paid health and welfare plans were negotiated in carpenters' collective bargaining agreements in each contract area of the state. These plans provide medical, surgical, and hospital insurance for the carpenters and their families, plus life and double-indemnity insurance for the carpenters themselves. Depending on contract negotiations, the plan may include insurance coverage for dental work, eyeglasses, prescription drugs, and other health needs.

Pension Plans

Industry-paid pension plans for carpenters were negotiated in each contract area in the late 1950s. Such features as liberal eligibility rules, liberal benefits backed by large financial reserves, provisions for disability retirement and early retirement, vesting rights, reciprocity agreements, and prior-service credits make these plans a major factor in the carpenter's security.

Vacation Plans

In the early 1960s, vacation plans were negotiated as part of the master agreements for the various contract areas. These plans differ somewhat from contract to contract, but basically they provide for employer contributions to a trust fund that enables the employee to have a paid vacation once a year.

Annuity Plans

In the early 1980s, annuity plans were negotiated as part of some master agreements. The purpose of an annuity plan is to provide the worker the opportunity to participate in the type of tax shelter programs enjoyed by industry. Per-hour monies are contributed by the employer to an annuity trust account set up in the employee's name. Federal and state taxes on these monies are paid at the time of withdrawal rather than at the time of deposit. If withdrawal is made at retirement, accumulated contributions and the resulting compound interest will be taxed at a much lower rate than they would be if the worker withdrew them while still a full-time employee. (At retirement the worker's income is lower and he or she is, thus, in a lower tax bracket.)

Apprenticeship and Training Funds

The master agreement also provides for employer contributions to a trust fund for sponsoring and administering the apprenticeship and training programs in the contract area. These contract-area programs are supervised by local joint apprenticeship committees and are coordinated by a statewide joint apprenticeship committee. This results in a high degree of uniformity in carpentry apprenticeship throughout the state.

Trust-Fund Investments

A concept that originated in the early 1980s involves the investment of pension and other trust funds by joint labor-management trust boards in construction and mortgage loans to developers and signatory contractors at competitive interest rates. These lower-interest funds are made available to developers and contractors who require their contractors and subcontractors to be signatory to appropriate craft collective bargaining agreements. In 1981 joint labor-management pension funds among all construction crafts in the United States totaled approximately $25 billion. At current rates of interest and contributions, this amount is doubling every five years.

Other Provisions

Provisions covering promotion funds, contract trust fund enforcement, and payment of union dues by payroll deduction may also be written into collective bargaining agreements.

Study Assignment

1. Read the carpenters' agreement for your contract area. This is available from the local union or the district council.
2. Examine the "fringe-benefit" plans that have been negotiated for carpenters in the contract area. Detailed information is available from the local union or the district council.
3. Read the bylaws and trade rules of your district council or local union.

THE APPRENTICE CARPENTER AND THE TRADE

TOPIC 4—COLLECTIVE BARGAINING AND ITS RESULTS

Study Guide

Determine the correct word for each numbered blank in the sentence and write it in the corresponding blank at the right.

1. After the National _1_ _2_ Act became law in 1935, the negotiation of _3_ contracts between unions and employers became general practice. 1. _____ 2. _____ 3. _____

2. Contract negotiation by representatives of the union and the employer is called _4_ _5_. 4. _____ 5. _____

3. Widespread acceptance of collective bargaining had an immediate _6_ effect on industrial labor relations. 6. _____

4. The UBC & JA grants a large measure of _7_ to its affiliated local unions and district councils. 7. _____

5. During the early years of collective bargaining, labor relations in the construction industry were governed by a wide variety of _8_ _9_ contracts. 8. _____ 9. _____

6. A master labor agreement is a _10_ applied agreement between the union _11_ bodies and the employee associations within a defined _12_ area. 10. _____ 11. _____ 12. _____

7. At the present time in California, master agreements between the carpenters and the employers are negotiated in _13_ regional contract areas. 13. _____

8. Collective bargaining agreements are usually negotiated for a contract period of _14_ or _15_ years. 14. _____ 15. _____

9. The collective bargaining agreement sets forth the carpenter's _16_, hours of work, _17_ conditions, and _18_ benefits. 16. _____ 17. _____ 18. _____

10. The purpose of an annuity is to provide the worker the opportunity to participate in the type of _19_ _20_ programs enjoyed by industry. 19. _____ 20. _____

THE APPRENTICE CARPENTER AND THE TRADE

TOPIC 5—WAGES AND BENEFITS

This topic is planned to help you answer the following questions:

- **What items are required by law to be listed on an employee's payroll check stub?**
- **Why should an employee keep his or her payroll check stubs?**
- **What benefits are provided by the social security program, and how are they earned?**
- **What should a carpenter who is out of work do to obtain unemployment insurance benefits?**
- **What is disability insurance, and how does it differ from workers' compensation insurance?**
- **What is a trust fund statement, and how is it used to verify fringe benefits?**

The Payroll Check Stub

The California *Labor Code* contains the following statement requiring payroll accounting to the employee:

> Every employer shall semimonthly or at the time of each payment of wages furnish each of his employees either as a detachable part of the check, draft, or voucher paying the employee's wages, or separately, an itemized statement in writing showing: (1) gross wages earned; (2) all deductions, provided that all deductions made on written orders of the employee may be aggregated and shown as one item; (3) net wages earned; (4) the inclusive dates of the period for which the employee is paid; (5) the name of the employee or his social security number; and (6) the name and address of the employer. (California *Labor Code,* Section 226(a))

Your payroll check stub provides a record of your earnings for the payroll period, amounts withheld for income taxes and social security, and other authorized deductions. You should keep the stubs, for they may become extremely important records if you question a payroll item or attempt to establish rights in any matter relating to wages and benefits.

Wages

Always make sure that the payroll period, hours worked during that period, overtime (if any), gross earnings, deductions, and net pay shown on the payroll check stub are correct. If there is an error, inform the employer, timekeeper, or paymaster without delay. Any dispute relating to a payroll accounting matter should be reported to the business representative of the union if the matter cannot be satisfactorily resolved.

Sections 201, 202, 203, 206, 208, 212, 222.5, 223, 1126, 1170, 1771, and 1775 of the California *Labor Code* were written specifically to protect workers' rights to wages. Every worker should be familiar with these provisions of the law. Your employer is required to be familiar with California's labor laws as a condition of obtaining a contractor's license.

Federal and State Income Taxes

Federal and state income-tax deductions based on gross earnings and claimed exemptions are withheld from your pay, and the amounts withheld are shown on the payroll check stub. Also, the employer is required by law to provide you with an accounting of your total gross earnings and the amounts withheld for income tax and social security for the calendar year. This information must be provided on a W-2 form by January 31 of the following year.

Social Security

The employer and you, the employee, jointly contribute to the federal Old Age, Survivors, and Disability Insurance Program (OASDI), which is generally referred to as "social security." An OASDI deduction is made from your wages each payday. The employer matches the deduction and sends the combined amount to the Internal Revenue Service, where it is credited to your social security account.

The Social Security Number

Your social security number is the key that permits electronic data processing equipment to be used to credit your account and keep it up to date. The social security number is also used for federal and state income tax purposes and to identify your health and welfare, pension, and vacation accounts. For these reasons you should make sure that your social security number is correct on all forms and records where it is needed.

Retirement Benefits

To be eligible for retirement benefits under the current provisions of the Social Security Law, you must be fully insured and at least sixty-two years of age. You are fully insured under the Social Security Law when you have completed the required number of

calendar quarters of covered employment (up to 40 quarters, depending on the year in which you will be sixty-two years old).

Monthly payments can also be made to an insured retired worker's wife or husband if she or he is at least sixty-two years of age; to an insured retired worker's wife under sixty-two if she is caring for his child who is under eighteen or disabled and receiving benefits based on the retired worker's earnings; to an insured retired worker's unmarried children under age eighteen (age twenty-two, if full-time students); and to an insured retired worker's unmarried son or daughter who is eighteen years of age or older and who was severely disabled before age twenty-two and continues to be disabled.

Retirement benefit amounts depend on the retiree's average earnings under the social security program, earnings (if any) during retirement, and the age at which he or she elects to start receiving benefits. (If retiring between the ages of sixty-two and sixty-five, you will receive smaller monthly payments than if you retired at age sixty-five.)

Survivor's Benefits

If you are fully insured at the time of your death, your widow or widower can receive social security benefits if she or he is sixty years of age or older or if she or he is caring for dependent children who are eligible for benefits based on your record. The law also provides benefits for deceased workers' dependent children and dependent parents (if the latter are sixty-two years of age or older). Benefits may be available to certain survivors even if you were not fully insured at the time of death. In addition to monthly payments for survivors, a small lump sum payment may be made after death.

Disability Payments

If you become disabled before age sixty-five and are unable to work for a long time, you and certain members of your family may become eligible for disability payments under the Social Security Law. To qualify, you must be fully insured and must have social security credits for five years of work in the ten-year period ending when you became disabled. This time requirement has been reduced for younger workers who become disabled. For a worker disabled before age twenty-four, for example, the requirement is one and one-half years of work credits in the three-year period preceding the onset of the disability. The disability must prevent the claimant from doing any substantial gainful work and must be in accordance with other standards prescribed in the Law.

Medicare

The social security program has been expanded to include medical and hospital benefits for those who qualify (mainly persons age sixty-five years or older, but certain disabled persons under sixty-five years of age also qualify).

Keeping Informed

The Social Security Law has undergone many changes over the years and is continuing to undergo changes. Answers to any questions about the current program can be obtained at local offices of the Social Security Administration, U.S. Department of Health and Human Services.

Unemployment Insurance

Because the construction industry is of basic importance to the nation, it must have a continuing supply of skilled workers. Consequently, the long-term prospects for employment in the building trades are good, despite the economic difficulties the nation is experiencing at this time. The pace of the industry is obviously affected by economic trends, and occasional unemployment is one of the risks of construction work. In California, as in other states, an unemployment insurance program provides eligible unemployed workers with cash benefits to partially offset their lost income. The program is financed by premiums paid to the Unemployment Insurance Trust Fund by the employers on behalf of the employees. Eligible unemployed workers are paid weekly benefits from the trust fund. The benefit amounts depend on the claimant's earnings during a 12-month "base period," which is based on the month in which the claim starts. For example, for a claim made in February, March, or April, the base period would be the 12-month period that ended on the previous September 30. To be eligible for unemployment benefits, the claimant must be physically able to work, actively seeking work, and able to accept work.

If laid off, you should sign the "out-of-work" list at the union office. Then, if work is not available, you should, as soon as possible, file a claim for unemployment benefits at the nearest field office of the California Department of Employment Development (EDD). Pamphlets that explain the unemployment insurance program in detail are available at all EDD offices.

Disability Insurance

Workers who are covered by California unemployment insurance are also covered by disability insurance, for which a deduction is made from their pay. Disability insurance is intended to provide you with

some income during periods when you cannot work because of a nonoccupational illness or injury. This coverage may be provided either under a state plan or under a state-approved voluntary plan with a private insurance company. Just as employers pay for unemployment insurance through a tax on wages, employees pay for disability insurance through contributions based on earnings. These contributions are withheld by the employer and paid either to the state or to the private insurance company, depending on which type of coverage is in force.

Claim forms and pamphlets explaining the disability insurance program are available from EDD offices. Claim forms can also be obtained from your doctor or hospital.

Workers' Compensation Insurance

Employers are required by law to insure their employees against the industrial hazards of employment. A system of workers' compensation insurance has been established for this purpose. Employers have the option of carrying this insurance with the state's Compensation Insurance Fund or with a private insurance company, which must provide benefits equal to or greater than those of the state fund.

The basic purpose of the California Workers' Compensation Law is to ensure that an employee who suffers an industrial injury—as well as those who depend on the employee—will have adequate means of support while he or she is unable to work and that provision will be made for any medical treatment the worker may need as a result of the injury. If you are injured on the job or in a job-related activity, workers' compensation insurance provides medical treatment and income regardless of the cause of the injury.

The employer or the employer's insurance carrier arranges for the needed medical and hospital services. The weekly income benefits are paid directly to you during the period of disability. The benefit amounts are based on your earnings and whether the disability is temporary or permanent. If the industrial injury should result in your death, a substantial benefit is payable to those who were dependent on you for support.

Reporting Injuries and Making Claims

You should notify your employer or your immediate supervisor promptly in the event of an on-the-job injury or claim of injury. If you fail to give such notice within 30 days after being injured, your claim for compensation could be denied.

The employer is required by law to provide necessary medical treatment and report the injury to his or her insurance company and to the state. Normally, the employer or insurer will then contact you and arrange for the payment of benefits; however, if you find that payments are not forthcoming or are unreasonably delayed, or if you believe that your workers' compensation benefits have not been accurately determined, you can get help by bringing the matter to the attention of the Division of Industrial Accidents. If injuries result in loss of time on the job or incapacitation, you should also notify the union office.

Keeping Informed

Additional information about the Workers' Compensation Law can be obtained at any office of the Division of Industrial Accidents. Assistance and information on obtaining workers' compensation benefits or any other benefits discussed in this topic can also be obtained from the business office of the local union, the apprenticeship coordinator, or a member of the joint apprenticeship committee.

ERISA

In 1974, Congress passed a comprehensive pension reform act, known officially as the Employee Retirement Income Security Act of 1974 (ERISA). The provisions of this act include rules on pension funding, registration, plan termination, insurance, reporting, fiduciary responsibility, and guidelines for employer-employee participation and availability of information for the participants.

The intent of ERISA is to provide protection and security to all participants in fringe-benefit pension plans established for employees. You should be aware of the eligibility requirements for participation in the negotiated pension plan, the contributions made by the employer in your behalf, and the benefits that you will receive from any fringe contributions that are part of your total wage package.

The Trust Fund Statement

All master collective bargaining agreements provide for a method of reporting trust fund contributions (based on hours worked) by the employer on behalf of the employee. The quarterly statement is one method of reporting these contributions to employees. When you receive such statements, you should check your number of work hours reported to the trust by the employer and make sure the figure agrees with those shown on your payroll check stubs and in the work record book. If you note a discrepancy, you should arrange for a consultation with your business representative at once.

Study Assignment

Obtain and study pamphlets describing the programs discussed in this topic.

THE APPRENTICE CARPENTER AND THE TRADE

TOPIC 5—WAGES AND BENEFITS

Study Guide

Determine the correct word for each numbered blank in the sentence and write it in the corresponding blank at the right.

1. If you find an error on your payroll check stub, you should notify your __1__, the __2__, or the __3__ without delay. — 1. _____ 2. _____ 3. _____

2. If you are laid off from the job, you should report immediately to the __4__ office and sign the out-of-__5__ list. — 4. _____ 5. _____

3. To obtain unemployment benefits for which you are eligible, you must apply for them at a field office of the State Department of __6__ __7__. — 6. _____ 7. _____

4. The weekly benefits you may receive during periods of absence from work due to nonoccupational sickness or injury are called __8__ __9__ benefits. — 8. _____ 9. _____

5. The benefits available under the Workers' Compensation Law include __10__ treatment and temporary or permanent __11__ payments. — 10. _____ 11. _____

6. The program in which the federal government pays OASDI benefits to eligible workers and dependents is usually called __12__ __13__. — 12. _____ 13. _____

7. Any dispute arising from or relating to any payroll accounting matter should be reported to the __14__ __15__ of the union. — 14. _____ 15. _____

8. Construction employers in California are required to acquaint themselves with the state's __16__ laws as a condition of obtaining a contractor's license. — 16. _____

9. Unemployment insurance premiums are paid by the __17__ on behalf of the __18__. — 17. _____ 18. _____

10. Employees who are covered by unemployment insurance are also covered by __19__ insurance, for which a deduction is made from their pay. — 19. _____

11. Disability insurance is intended to provide you with some income during periods when you are unable to work as a result of __20__ sickness or injury. — 20. _____

12. The employer is required by law to insure his or her employees against the __21__ __22__ of employment. — 21. _____ 22. _____

13. The federal social security program is funded by contributions from the __23__ and the __24__. — 23. _____ 24. _____

14. In addition to providing cash income benefits, social security has been expanded to include __25__ and __26__ benefits for those who qualify. — 25. _____ 26. _____

15. Check stubs should be retained, for they may become important records when a worker attempts to __27__ her or his __28__ regarding wages and benefits. — 27. _____ 28. _____

THE APPRENTICE CARPENTER AND THE TRADE

TOPIC 6—HISTORICAL DEVELOPMENT OF THE UNITED BROTHERHOOD

This topic is planned to help you answer the following questions:

- **What developments led to the founding of the United Brotherhood of Carpenters and Joiners of America?**
- **What roles did carpenters play in the early stages of the labor movement in America?**
- **Who were the major forces in the development of the Brotherhood in its first century of existence?**
- **How does the Brotherhood serve its members today?**

Craft Guilds in America

The roots of the labor movement in America can be traced to the establishment of craft guilds in the early 1700s. These guilds were not labor unions as we know them today, but rather associations of craftsmen organized for the purposes of promoting the products of the craft and perpetuating craft skills through a system of apprenticeship.

The Development of a Carpenters Union in America

By the late eighteenth century, carpenters and other craftsmen had organized into small, nonaffiliated unions in many parts of the country. In 1791 Philadelphia carpenters achieved the 12-hour workday through what may have been the first successful strike in America for reduced working hours. The union's strategy in Philadelphia included a proposal to work directly for the public at a rate 25 percent below that established by employers.

Organized labor made few gains in the period from 1800 through 1880. After the Civil War poor quality work, piecework, and the lack of an apprenticeship system and safety regulations helped to create a depressing environment in the construction industry.

The plight of the carpenter took a decided turn for the better in 1881 with the founding of the Brotherhood of Carpenters and Joiners of America in Chicago on August 8. The driving force behind the establishment of this national union was Peter J. McGuire, head of the St. Louis carpenters union and the St Louis Trades and Labor Alliance. Through McGuire's efforts, wages and working conditions for carpenters in the St. Louis area had become the best in the country. The founding convention included 36 delegates from 14 local unions representing 11 cities and 2,042 carpenters. Among the early gains achieved by the newly founded national body were the 9-hour workday, first established in San Francisco in 1883; an average wage increase of 50 cents per day; and elimination of the piecework system. The lofty goals of McGuire and the others in attendance at Chicago are embodied in the following excerpt from the convention platform statement:

> We must form a Union broad enough to embrace every carpenter and joiner in the land, one that will protect every man in his labor and in his wages. We, the delegates of various local Unions in convention assembled, do hereby establish a National Union. The object of the organization is to rescue our trade from its low estate and raise ourselves to that position in society which we as mechanics are justly entitled, and to place ourselves on a foundation sufficiently strong to secure us from further encroachments; and to elevate the moral, social, and intellectual condition of every carpenter in the country; and to the consummation of so desirable an object we hereby pledge ourselves to work unceasingly.[1]

Creation of the American Federation of Labor

The early leaders of the Brotherhood recognized the need for all crafts to form a labor federation for mutual aid and support. Peter McGuire drafted a call to all national and international unions to attend a trades congress at Pittsburgh, Pennsylvania, in November, 1881. The 117 delegates in attendance adopted the name Federation of Organized Trades and Labor Unions of the United States and Canada.

At the Federation's 1886 general convention, carpenters led a movement to reorganize and strengthen the organization. The delegates changed the name to the American Federation of Labor and elected Samuel Gompers, president; Gabriel Edmonston, treasurer; and Peter McGuire, secretary.

McGuire, perhaps, had best expressed the need for cooperation and common goals among the many construction trades in the first issue of *The Carpenter* in May of that year:

> In the present age there is no hope for workingmen outside of organization. Without a trades union, the work-

[1] *They Kept Ahead of the Future: A Brief History of the United Brotherhood of Carpenters and Joiners of America, AFL-CIO, CLC.* Washington: United Brotherhood of Carpenters and Joiners of America, n.d., inside front cover. Used by permission of the publisher.

man meets the employer at a great disadvantage. The capitalist has the advantage of past accumulations; the laborer, unassisted by combination, has not. Knowing this, the capitalist can wait, while his men, without funds, have no other alternative but to submit. But with organization the case is altered; and the more widespread the organization, the better. Then the workman is able to meet the employer on equal terms. . . . If the strong combine, why should not the weak?[2]

The 8-Hour Workday

The goal of the 8-hour workday was set by Brotherhood President Gabriel Edmonston at the Federation of Organized Trades and Labor Unions' convention of 1884. By April 1, 1886, a total of 10,250 carpenters in 48 cities were working shorter hours, mostly 8- or 9-hour days. Because carpenters were in the forefront of the movement for the 8-hour workday, the Brotherhood came to be known as "The 8-Hour Organization."

The business prosperity of the early 1880s had given way to an economic downturn by 1886, but labor union membership was still growing in the United States and Canada. The American Federation of Labor's 1889 convention at Boston set the stage for a stronger push by organized labor for the 8-hour workday. The Executive Council of the Federation selected the United Brotherhood of Carpenters and Joiners to spearhead the movement. By the end of May, 1890, more than 2,300 carpenters in 36 cities had gained the 8-hour day, and 32,000 others in 234 cities were working 9-hour days.

In 1893 America experienced the beginning of one of the worst depressions in its history. Businesses failed and unemployment was high. Within a year 6 million people were unemployed, while immigrant labor flooded the job market at low wages. It was not until 1907 that the carpenters' 8-hour workday was established on a comprehensive basis.

In 1915 the Brotherhood elected a new general president, William Levi Hutcheson. Hutcheson had begun his career as an apprentice carpenter working in shipyards and sawmills and later was elected business agent of Carpenter's Local 334 at Saginaw, Michigan. He would serve as general president of the international union for the next 36 years. At the time of his election, the Brotherhood consisted of 2,015 locals having 261,000 members.

The World War I Period

In 1917 America officially entered World War I. A nation at war requires an expanded work force, and the Brotherhood's leaders were eager to assist in the war effort. The demand for skilled labor quickly exceeded the supply, a situation that created an excellent opportunity to organize the unorganized and extend the union shop. Only through the union shop could the Brotherhood supply skilled workers to the war effort while maintaining the necessary discipline to prevent work stoppages.

Representatives of business and industry who headed wartime government agencies attempted to regress to the open shop under the guise of "patriotic duty." Hutcheson refused to agree: "While we have every desire to assist the government in the crisis we are now passing through, we have no intention of waiving our rights to maintain for ourselves the conditions we have established."[3]

Early in 1918 the government called a conference of management and labor leaders to formulate procedures for handling industrial disputes. William Hutcheson played a major role in the development of a plan for a National War Labor Board to mediate and arbitrate labor disputes. The Board, established by presidential proclamation on April 8, 1918, included equal representation of labor and management.

The American Plan

After World War I many of the large industrial firms of America, financed with war profits, attempted to eliminate the collective bargaining processes that the National War Labor Board had promoted in wartime. The plan was to cut back wages and remove restrictions pertaining to hours of work. The philosophy behind this proposal was that every law-abiding American has the right to work, when and where he or she pleases, without interference. The proponents of this American Plan, as it was called, stated that their "doors are open" to everyone seeking employment; hence, the term *open shop*. The public was led to believe that the unions were out to undermine the "American way of life" by organizing workers and that the union shop was un-American.

At the same time, the Industrial Association, an alliance of materials manufacturers and suppliers and a strong advocate of the American Plan, was firmly entrenched in San Francisco. Contractors who wished to employ skilled union workers and bargain collectively were told by the Industrial Association that they would receive no materials if they did so, and hired thugs were used to enforce discipline.

In response to the Association's edict, the Brotherhood devised a new strategy. The carpenters' international union ordered cement from Belgium, bought lumber from independent mills, and operated its own rock and gravel quarries. These supplies were offered to contractors who would hire union workers. Basi-

[2]"Organize a National Union," *The Carpenter: A Monthly Journal for Carpenters and Joiners*, Vol. 1 (May, 1981), 1. Used by permission of the publisher.

[3]*They Kept Ahead of the Future*, p. 18. Used by permission of the publisher.

cally, the American Plan was defeated in Chicago when Hutcheson demonstrated the shortcomings of the plan to seven of the area's largest contractors, got them to agree to a settlement, and convinced them to sign the collective bargaining agreement. By 1928 the general president was able to report to the International Convention that the American Plan had ceased to exist as a national movement.

The Rejection and Defeat of Communism

Even while the American Plan was being defeated by labor, the Brotherhood and other free craft unions were being made targets of a truly un-American plan. The Trade Union Educational League, a group of communist-trained organizers, began infiltrating Brotherhood locals across the country. Beginning in the early 1920s, this subversive and disruptive movement, supposedly working to make unions more democratic, succeeded in dominating two New York locals of the Brotherhood. The Trade Union Educational League even attempted—unsuccessfully—to disrupt the Brotherhood's 1928 general convention. This was the first attack on American and Canadian labor by communists. Subsequently, the Brotherhood became the first American labor union to include an anticommunist pledge as part of its initiation rites. The carpenters' victory of 1928 served as a blueprint for other AF of L affiliated unions to follow.

The Great Depression

On October 29, 1929, the bottom fell out of the nation's stock market. Many banks failed, and the worst and longest depression in American and Canadian history began. Millions of people were unemployed, and the wages of those working were greatly reduced. By 1933 approximately 13 million persons were out of work, including more than 70 percent of the nation's carpenters. Many carpenters were unable to pay their dues, and the general officers of the Brotherhood took voluntary reductions in their salaries.

The National Recovery Act, passed by Congress in 1933, in part confirmed the right of workers to organize. However, in 1935 the U.S. Supreme Court declared the Act unconstitutional. The following year the Brotherhood and other AF of L unions gained the support of Congress for passage of the Wagner Act, which guarantees the right of workers to organize and declares the encouragement of the practice of collective bargaining to be a U.S. policy. Under the Wagner Act interfering with union organizing and refusing to bargain collectively are unfair labor practices. Passage of the Wagner Act solidified gains that had taken many years to win. Despite efforts by business to have the Act declared unconstitutional, its legality was upheld by the Supreme Court in 1937.

The Brotherhood's foresight in prudent financial planning during the growth years after 1915 paid off during the years of economic depression. Even with a reduction in membership and the inability of many members to pay dues, the union was still able to pay $12 million in disability, death, and pension benefits to members between 1928 and 1940.

The Growth of Industrial Organization

The attempt to organize workers in the lumber industry has a long history of struggle and conflict. From colonial times the industry was dominated by rugged individualists, workers and employers alike. Early operators worked on a shoestring, while workers were a tough, hard-working breed, moving from mill town to mill town. During the nineteenth and early twentieth centuries, lumber and mill crews were mostly immigrants. Living conditions in the camps were poor, and wages were as low as 10 cents per hour. Before and during World War I, the Industrial Workers of the World (IWW) made strong efforts to organize the lumber and mill workers. The IWW's communistic principles were rejected, however, by workers and employers alike, and the organization disbanded after the war in the face of intense public hostility.

Between 1917 and 1934 the AF of L made several attempts to organize lumber workers. It established over 100 unions, but none was very effective. At its 1934 convention the AF of L awarded trade jurisdiction of lumber workers to the carpenters. Employers strongly resisted organizing efforts by the Brotherhood, however, and the result was a nationwide strike in May of 1935. Tens of thousands of workers, many of whom were not Brotherhood members, joined the walkout. The strike was a bitter one, lasting 6 weeks. When it was over, the Lumber and Sawmill Workers Union, under the United Brotherhood of Carpenters and Joiners, was an established force in the lumber industry. Wages were raised, safety standards were established, and working conditions were greatly improved. Today, a substantial number of Brotherhood members are employed in the lumber industry, enjoying decent wages, paid vacations, and pension and health and welfare programs.

The World War II Period

December 7, 1941, marked the Japanese' bombing of Pearl Harbor and the onset of American involvement in World War II. The Brotherhood pledged its cooperation to President Franklin D. Roosevelt, but it did so with a determined stand that the labor injustices of World War I not be repeated. Months before, General President William Hutcheson had urged the reestablishment of a National War Labor Board. A

month after Pearl Harbor, President Roosevelt did reestablish the Board, patterning it after its World War I predecessor.

One of the first issues to come before the Board was that of the union shop. Wherever a union could show that it represented a majority of employees, the Board would permit maintenance of membership.

Inflation during the war period made it essential that there be controls on prices and wages, and to that end the government established the Office of Price Administration (OPA). Hutcheson and other building trades labor leaders wanted a separate body, however, to oversee wage stabilization for their crafts. In May, 1942, the Wage Stabilization Board was established, with four members each from organized labor, employers, and the public at large. The Board's decisions were generally accepted, and strikes were avoided.

By the war's end the Brotherhood's membership had increased from 320,000 in 1940 to more than 700,000.

The Antitrust Cases Against Labor

Antitrust attacks against organized labor began in 1939, with indictments against scores of labor leaders for allegedly acting in restraint of trade through monopolistic practices. The indictments included seven against the Brotherhood and its officers. The Justice Department decided to make the carpenters' union the test target of its entire antimonopoly drive against organized labor, with St. Louis the testing ground. There the carpenters had struck against a brewing company over a jurisdictional dispute with the machinists. *The Carpenter* magazine called for a boycott of the brewery's product, and carpenters refused to work for the contractor performing expansion work on the brewery. The lawyers for the Justice Department took the case to the U.S. District Court in St. Louis, where the Brotherhood's attorneys persuaded the court to dismiss the case. The issue was a critical one to organized labor, because it raised the question of whether or not the actions of labor organizations are subject to the provisions of the Sherman Anti-Trust Act. The case was argued on appeal in the U.S. Supreme Court in December, 1940. Fourteen months later the court handed down a majority decision dismissing the indictment.

The Taft-Hartley Law—A Defeat for Labor

At the end of World War II, jobs vanished almost overnight, and earnings fell off as overtime pay was eliminated. To offset these effects, unions demanded wage increases. In winter, 1945, strikes were occurring all over the country in many industries. All of this controversy, much of it affecting the public, produced a wave of animosity toward labor and mounting sentiment for restrictive legislation.

Despite strong efforts by responsible labor leaders, including Brotherhood officers, the Taft-Hartley Act was enacted by Congress in June, 1947, over the veto of President Harry S Truman. The Act's most restrictive provision was Section 14(b), which permits states to pass laws forbidding union shop contracts, thereby creating "open shop" or "right to work" laws. In 1966 labor nearly succeeded in getting Section 14(b) repealed, but filibuster tactics in the Senate prevented such action, and the so-called right to work laws remain a formidable challenge for labor.

The Present

Maurice A. Hutcheson (son of William L. Hutcheson) was elected general president of the Brotherhood and took office in January, 1952. Since then, the Brotherhood has established itself as one of the largest and strongest unions in North America.

In 1953 the General Executive Board of the Brotherhood went on record as favoring all actions to unify the American labor movement so long as the jurisdictional integrity of all parties would be preserved. In line with that stand, in February, 1955, the Brotherhood approved the merger of the American Federation of Labor, headed by George Meany, with the Congress of Industrial Organizations, led by Walter Reuther. With the merger, the AFL-CIO, under Meany's leadership, became the largest unified labor organization in the world. The merger agreement was an honest effort to bring orderly procedures to bear on jurisdictional matters. Among construction crafts this is achieved through the AFL-CIO Building and Construction Trades Department and local building and construction trades councils.

In 1961 the carpenters' international headquarters was moved from Indianapolis to Washington, D.C., a move deemed necessary because of increasing federal government impact on labor union affairs.

The organizational structure of the Brotherhood provides for a high degree of local union autonomy in dealing with employers in matters of working conditions, pay, and benefits. In large cities and metropolitan areas, the interests of all locals are interrelated, and it is necessary, therefore, to coordinate efforts through district councils. These district councils, made up of delegates from each local, have the authority to implement the terms of a master collective bargaining agreement.

A key figure in modern union affairs is the business representative, who works full time on behalf of the union's interest, keeping track of the many large and

small jobs under way in the community and seeing to it that all the conditions of the collective bargaining agreement are met. The union is represented on the job by a shop steward.

Within one year of their election or appointment, local union and district council business representatives of the Brotherhood, together with labor leaders from other unions, are required to attend seminars at the George Meany Center for Labor Studies at Silver Springs, Maryland. The curriculum includes labor law, public speaking, leadership training, methods of organizing, collective bargaining, arbitration, and occupational safety.

Local unions have the opportunity to guide the activities of the Brotherhood's general officers through their delegates to the general convention and through elections, in which every member has a ballot.

From its inception the Brotherhood established a program of death and disability benefits for its members. These benefits are in addition to local union benefits or negotiated benefit programs. From 1882 to 1980 the Brotherhood paid $144 million in death and disability benefits.

In the early years of the Brotherhood, it was the responsibility of the good carpenter to see that the young workers on the job learned the trade properly. As work projects grew bigger and hiring practices became more complex, however, the cooperation of employers in this teaching/learning process became vital. The success of apprenticeship training became dependent on the joint responsibility and initiative of labor and management. Today, the primary objective of the carpentry apprenticeship program is to provide training that is so comprehensive that carpenters may hold their own in our highly technological world. It is estimated that 60 percent of all apprentices in the building trades are in programs sponsored jointly by the Brotherhood and employers.

Because of government's increased role in labor relations, the Brotherhood deemed it necessary to expand greatly the political influence of organized labor. To meet the challenge, President Maurice A. Hutcheson established the Carpenters' Legislative Improvement Committee (CLIC) and assisted in the establishment of the AFL-CIO's Committee on Political Education (COPE). These committees collect voluntary contributions from officers and members to carry out labor's traditional role of helping political friends and defeating political enemies. The reversal of an unfair tax ruling against the Brotherhood several years ago, for example, saved the union millions of dollars. In 1979 a proposed new regional park threatened to eliminate the jobs of several hundred Brotherhood members in northern California. The CLIC was unable to stop expansion of the park, but it was successful in having written into the law a guarantee of six years' full pay for Brotherhood members rendered jobless by the measure, plus first consideration for jobs created by the expansion of the park.

In 1972 William Sidell succeeded Maurice Hutcheson as general president of the Brotherhood. As his predecessor had done, Sidell placed great emphasis on organizing. Under his direction the Volunteer Organizing Committee (VOC) was instituted to encourage the organizing of industrial plant workers. A companion program, the Coordinated Housing Organizing Program (CHOP), was launched under the Sidell administration in 1973. President Sidell also served as chairman of the AFL-CIO's Committee on Housing and led labor's legislative fight for reduced mortgage interest rates and consumer housing protection.

In 1979, also under the leadership of Sidell, the Wood, Wire, and Metal Lathers International Union affiliated with the United Brotherhood of Carpenters and Joiners. This important move strengthened both organizations and eliminated a major source of industrial dualism.

Sidell was instrumental in providing specialized services to the industrial sector of the Brotherhood through establishment of an industrial union department at the Brotherhood's general office. He also helped to expand organizing activities among commercial divers who work with marine carpenters and who have been a part of the Brotherhood's jurisdiction for more than a half century. The divers' role is a highly important part of the construction industry, particularly in the offshore petroleum industry.

In January, 1980, William Konyha was elected general president of the Brotherhood, which celebrated its one hundredth anniversary on August 8, 1981. Under provisions of the General Constitution, First General Vice-President Patrick Campbell succeeded Konyha as president on November 1, 1982.

Today, three-quarters of a million members of the Brotherhood are truly building the twentieth century. The ranks of this great labor organization include construction workers; workers in aircraft plants and defense industries, on pipelines, in sawmills, and on pile drivers; and scores of other skilled workers in a variety of occupations.

Study Assignments

1. Thomas R. Brooks, *The Road to Dignity.* New York: Atheneum Publishers, 1981. Read the 100-year history of the United Brotherhood of Carpenters and Joiners of America.

2. *Constitution and Laws* of the United Brotherhood of Carpenters and Joiners of America. (Available from your local union or district council.)
3. District council and local union bylaws and trade rules. (Available from your local union or district council.)
4. Current carpenters' collective bargaining agreement in your area. (Available from your local union or district council.)
5. Walter E. Durbahn and Robert E. Putnam, *Fundamentals of Carpentry,* Vol. 1, *Tools, Materials, Practices* (Fifth edition). Chicago: American Technical Society, 1977. Read Chapter 1, "Carpentry as a Trade."
6. *The Carpenter,* monthly publication of the United Brotherhood of Carpenters and Joiners of America. Read recent issues.

THE APPRENTICE CARPENTER AND THE TRADE

TOPIC 6—HISTORICAL DEVELOPMENT OF THE UNITED BROTHERHOOD

Study Guide

Determine the correct word for each numbered blank in the sentence and write it in the corresponding blank at the right.

1. Craft guilds were formed in America during the early 1700s for the purpose of promoting products and perpetuating craft skills through a system of _1_. — 1. _____

2. In 1791 Philadelphia carpenters achieved the _2_-hour workday through the first successful _3_ for shorter working hours. — 2. _____ 3. _____

3. Immediately following the Civil War, a depressing working environment existed in the construction industry because of poor quality, piecework, and lack of an _4_ system and _5_ regulations. — 4. _____ 5. _____

4. Due in large part to the efforts of Peter McGuire, the United Brotherhood of Carpenters and Joiners of America was founded in the city of _6_ on August 8, _7_. — 6. _____ 7. _____

5. The 9-hour workday and the elimination of the piecework plan was first achieved by organized labor in _8_ in the year _9_. — 8. _____ 9. _____

6. The founding platform of the United Brotherhood pledged to elevate the _10,_ _11,_ and _12_ conditions of every carpenter in the country. — 10. _____ 11. _____ 12. _____

7. At the 1886 general convention of the Federation of Organized Trades and Labor Unions of the United States and Canada, carpenters established a movement that led to the founding of the _13_ _14_ of _15_. — 13. _____ 14. _____ 15. _____

8. The first officers of the AF of L were Samuel Gompers, _16_ _17_, and Peter McGuire. — 16. _____ 17. _____

9. Carpenters led the Federation of Organized Trades and Labor Unions' quest for the 8-hour workday in 1884. The 8-hour workday for carpenters was not achieved on a comprehensive basis, however, until _18_. — 18. _____

10. During Wold War I the Brotherhood fought against regression to the _19_ _20_ concept. — 19. _____ 20. _____

11. The National War Labor Board was established during World War I for the purpose of mediating and _21_ _22_ disputes. — 21. _____ 22. _____

12. After World War I the _23_ _24_ was devised by an alliance of large industrial firms to attempt to eliminate the collective bargaining process, cut wages, and remove restrictions pertaining to work hours. — 23. _____ 24. _____

13. The Wagner Act of 1936 guarantees the right of all workers to _25_ and makes it illegal for employers to interfere with union organizing or to refuse to bargain _26_. — 25. _____ 26. _____

14. At its 1934 convention, the AF of L awarded trade jurisdiction of lumber workers to the 27 . 27. _____

15. During World War II, William Hutcheson was instrumental in the government's reestablishment of a National War Labor Board and the establishment of the 28 29 Board in 1942. 28. _____ 29. _____

16. The Brotherhood's membership had increased to more than 30 members by the end of World War II. 30. _____

17. A major setback for organized labor occurred in 1947 with the passage of the 31 - 32 Act over the veto of President Harry S Truman. 31. _____ 32. _____

18. Jurisdictional disputes among construction crafts are resolved on a national level through the AFL-CIO Building and Construction Trades 33 and locally by building and construction trades 34 . 33. _____ 34. _____

19. In large cities and metropolitan areas, the efforts of carpenters' local unions are coordinated through 35 36 . 35. _____ 36. _____

20. The local union and district council business representatives are charged with the responsibility of maintaining all the conditions of the 37 38 agreement. 37. _____ 38. _____

21. All business representatives of the Brotherhood are required to attend a series of leadership seminars at the George Meany Center for Labor Studies within 39 40 of their election or appointment to office. 39. _____ 40. _____

22. All local unions of the Brotherhood have the opportunity to guide the activities of the general officers through their 41 to the general convention. 41. _____

23. Because of the government's increased role in labor relations, the Brotherhood established the Carpenters' 42 Improvement Committee and assisted the AFL-CIO in establishing the Committee on 43 Education. 42. _____ 43. _____

24. In 1972 the Brotherhood instituted two national organizing programs, the 44 Organizing Committee for industrial plant workers and the Coordinated 45 Organizing Program. 44. _____ 45. _____

25. In 1979 the 46 , 47 , and 48 49 International Union affiliated with the United Brotherhood of Carpenters. 46. _____ 47. _____ 48. _____ 49. _____

THE APPRENTICE CARPENTER AND THE TRADE

TOPIC 7—HISTORICAL DEVELOPMENT OF EMPLOYER ASSOCIATIONS

This topic is planned to help you answer the following questions:

- **What developments led to the formation of the two major employer associations in the construction industry: the Associated General Contractors of America and the National Association of Home Builders?**
- **What are the goals and purposes of the Associated General Contractors of America, the National Association of Home Builders, and affiliated organizations?**
- **What have been the major contributions of contract associations in times of varying national economic conditions?**
- **How do the current structures of employer associations enable the associations to serve the interests of their members?**

The Associated General Contractors of America

During World War I the need became evident for an organization through which the federal government could maintain close contact with the construction industry. Recognizing this fact, President Woodrow Wilson called on industry leaders to create such an organization.

On July 15, 1918, the U.S. Chamber of Commerce, meeting in Atlantic City, New Jersey, responded to the President's request by establishng the National Federation of Building Industries. Numerous organizations representing various facets of the construction industry existed at that time, but none specifically represented the interests of the nation's general contractors. This group quickly realized a similar shortcoming in the new federation and moved to form its own national association. Led by Thomas T. Flagler of Atlanta, Georgia, 27 contractors elected Daniel A. Garber, President of North Eastern Construction Company of New York, as their chairman. Among his first official acts, Garber issued a nationwide call for general contractors to meet in Chicago in November.

The participants in the Chicago meeting identified three primary issues for the new organization to address: (1) general contractors' relations with organized labor, especially recognition of labor's right to a voice in developing the principles and processes of industrial development; (2) the need for standard construction contracts that would guarantee fair compensation for workers and equitable division of responsibilities and risks; and (3) coordination among owners, engineers, and contractors to provide economical construction. Initially known as the General Contractors Association of the United States, the new organization soon adopted the name Associated General Contractors of America (AGC). Garber was elected the first president of the association, whose purposes are embodied in the bylaws that were drawn at the Chicago meeting:

To make membership in the association a reasonable assurance to the public of the skill, integrity, and responsibility of its members.

To maintain the standards of the contracting business at the level established by its quasi-professional character and to establish members of the association in the public mind as contractors who fulfill their obligations in full faith.

To provide methods and means whereby members may avail themselves of the greater power of combined effort through the association, acting as an authoritative body in securing just and honorable dealings from the public whom they serve.

To promote cordial and cooperative relations between general contractors and those with whom they deal or have contact in construction.

To seek correction of injurious, disciminatory, or unfair business methods practiced by or against general contractors.

To place the business risks assumed by general contractors as nearly as possible on a parity with the risks assumed by other industries of production.

To protect the legitimate market for the services of general contractors against encroachment by governmental or other agencies.

To eliminate waste and reduce construction costs through research and through cooperation with other agencies of construction.

To eliminate as far as possible the occurrence of injury and death to construction workmen.

To establish various standard contracts and to coordinate such contracts with each other so that the respective interests of owners, general contractors, subcontractors, manufacturers and dealers may be properly protected.

To foster a reasonable and proper credit structure for the construction industry.

To secure uniformity of action among the individuals forming the association upon such principles as may be

decided upon, from time to time, as being for the good of the industry as a whole.[1]

1930–1939

In 1930 the Associated General Contractors was very concerned about the increasing use of convict labor on public works construction projects, especially roads and highways. The utilization of such labor was seriously undermining the efforts of the AGC to maintain wage levels among construction workers. Prison labor groups competed against the nonprison labor organizations of private contractors in several states, often undercutting the wages requested by the nonconvict labor. In one state, for example, more than 2,000 convicts were employed on highway projects at a rate of 10 cents per day; in another state a similar number of inmates did like work for no wage at all. As a result of this practice, wages for highway construction workers in 1930 were forced as low as 20, 15, or even 10 cents per hour in some areas.

In a national radio address, former AGC president George Walbridge assailed the low wages being paid to nonprison labor as inhuman and intolerable. Whether by coincidence or not, the day after Walbridge's address, the federal government declared that no part of the federal aid loan of $80 million to the states for highway construction in 1931 could be used to hire prison labor. The days of ignoring the voice of the general contractor were over.

Wages were a major issue at the AGC's 1931 convention in San Francisco. The membership passed a strong resolution against the practice of contractors' paying exceptionally low wages to workers and thereby taking advantage of the critical unemployment situation that existed. The AGC's stand also included a call to public officials to adopt and enforce regulations establishing wage rates that would ensure living wages for construction workers.

Congress responded to this position by passing the Davis-Bacon Act early in 1931. Under the provisions of this Act, all federal building contracts were to include a clause requiring that laborers and mechanics employed by contractors or subcontractors be paid not less than the prevailing wage for similar work in the city or other civil division in the state in which the building project was located. The AGC, however, considered the Act incomplete because the new law did not require that awarding officials determine and state the minimum wage rates that were to prevail in each operation.

[1]Booth Mooney, *Builders for Progress: The Story of the Associated General Contractors of America.* New York: McGraw-Hill Book Company, 1965, p. 7. Used by permission of the publisher.

1940–1949

In the summer of 1939, the AGC and the building trades unions agreed that jurisdictional disputes would no longer be a cause for stopping work on a project. During the Depression years, employment opportunities had been a major focus of every craft. With the development of new materials and methods, and as yet few agreements as to who would perform the work, each trade capable of doing the work claimed it as theirs. Walkouts were not an uncommon means of a trade's enforcing its demands, and general contractors were usually the ones caught in the middle of such disputes. The AGC and the Building and Construction Trades Department of the American Federation of Labor agreed that future demands of this nature would be adjudicated by the impartial president of the department. More importantly, however, their accord included a proviso that the work would continue, pending the department's decision. Subsequently, at the 1940 AGC convention in Memphis, Tennessee, association president John P. Coyne reported an 80 percent reduction in work stoppages over jurisdictional disputes.

In the first few months of 1941, the construction industry felt the first effects of the massive defense construction program authorized by Congress in 1940. Contract awards during the first quarter, in fact, were the highest for any similar period since 1929. By April of the following year, actual or projected expenditures by the federal government for national defense exceeded $40 billion, and it was anticipated that Congress would make $4 billion available for construction. To help control prices and the supply and distribution of goods during this period, the federal government first set up the Office of Production Management and then shortly thereafter the Office of Price Administration.

The construction industry's ability to meet the federal government's stringent deadlines for defense building during this time was extraordinary. On numerous occasions, in fact, requirements for such items as housing for military personnel were greatly exceeded when the established deadlines arrived. In addition to more than meeting the government's demands for construction, the AGC also served as a source of (1) information on construction for various governmental agencies; and (2) assistance in drafting contract forms that would help to expedite the work. The association helped lay the groundwork for defense construction labor policies and mediate disputes that threatened to impede progress. Other AGC activities included conducting government-sponsored studies of contractors' needs for equipment and repair parts and

providing assistance with studies to determine substitutes for critical materials.

In reality, the AGC was, at that time, practically an adjunct of the federal government. When the Army Corps of Engineers needed qualified personnel to serve as officers charged with expediting defense construction, the AGC helped secure them. The association also provided assistance in the sale of defense bonds and cooperated fully in government salvage programs.

When the Japanese bombed Pearl Harbor in 1941 and the United States declared war on Japan, the AGC's leadership quickly reassessed and revised the association's direction and program. They foresaw a greatly increased volume of war construction and essential civilian construction, the need for a speedup in such construction, and continued curtailment of other types of construction because of shortages of materials and changes in national priorities. In a letter to President Franklin D. Roosevelt, the AGC offered the use of all of its facilities and pledged its cooperation in mobilizing the construction industry to assist in the war effort.

When the war ended, two divergent points of view about business and employment existed within the government. One group called for the prompt removal of controls from business as a means of stimulating new enterprises and opportunities for employment. The other group favored retaining some, if not all, of the wartime controls. For a period at least, the thinking of the latter group prevailed.

At its 1947 convention, the AGC approved a plan to form a joint committee with the American Federation of Labor's Building and Construction Trades Department for the purpose of settling disputes in the construction industry. More specifically, the new committee was to mediate any type of dispute within the industry that was voluntarily submitted to it by mutual agreement of the parties involved. It was hoped that in this manner lockouts or strikes could be avoided. In praising the formal plan adopted a month after the convention, President Harry S Truman said that no industry was more important to the war effort than the construction industry and that no industry's contribution to the maintenance of a high level of employment was greater. Unfortunately, developments in Congress leading to enactment of the Taft-Hartley Act blocked implementation of the plan at that time.

With the war over, the AGC was able to turn its attention from emergency demands to long-range benefits for its members and the construction industry in general. Federal control over construction ended in July of 1947, and building starts and completions gradually increased to near record numbers by the close of the year. The year was also noteworthy because of passage of the Taft-Hartley Act, which negated some of the gains previously won by organized labor.

Despite the lifting of government controls on the construction industry, the threat of additional federal controls still existed. President Truman appealed to Congress to adopt an anti-inflation program that would include authority to allocate and ration materials and certain commodities. Repeated reports of government agencies' preparing plans for direct federal control of new construction starts spurred the AGC to continue its battle for free, competitive enterprise.

The AGC's 1949 convention, in Dallas, was notable on several fronts. First, attendance far exceeded that of any prior AGC convention. Second, the convention ratified a plan for the establishment of a national joint board for the settlement of jurisdictional disputes within the industry. The new plan was actually a revamping—and extension—of the one formulated in 1947. (The previous plan did not, however, include provisions relating to jurisdictional disputes.) In May, 1948, the AGC, the Building and Construction Trades Department of the AF of L, and several national associations officially established the National Joint Board for the Settlement of Jurisdictional Disputes. The provisions of the Taft-Hartley Act made it imperative that a mechanism be established for settling jurisdictional disputes if government regulation was to be avoided.

1950–1959

In 1951 the construction industry became the biggest industry in the country, surpassing agriculture. A year later construction work was at an all-time high despite a strike in the nation's steel mills. A total of $32.8 billion was invested in new construction in 1952, and another $9.5 billion was devoted to maintenance and repair operations. On top of all this, the nation faced a tremendous backlog of needed residential, commercial, industrial, public works, and national defense construction.

The year 1953 marked the beginning of a period of transition in the construction industry. Construction employer groups were under steady pressure for wage increases and increased fringe benefits. As directed by their national convention, AGC chapters fought to help stablize the economy by avoiding "unwarranted" increases in wages or benefits that could be detrimental to the national welfare. A major activity of the AGC during this period was to provide information to its chapters and assistance in their collective bargaining negotiations.

Despite numerous problems, 1953 was another record year in terms of volume of construction work. New construction amounted to $34.8 billion, and maintenance and repair work totaled $11.7 billion. Approximately one dollar in every eight spent for goods and services in the United States in 1953 was for construction of some type; in that year construction accounted for 13 percent of the gross national product and about 15 percent of the total gainful employment in the U.S.

With a new labor-management relations bill before Congress in 1954, the AGC called for no weakening or relaxation of the secondary boycott provisions of the Taft-Hartley Act and for retention of mandatory injunction proceedings in cases of such boycotts. In addition, it called for immediate handling of jurisdictional disputes when orders and decisions of the National Joint Board were ignored.

1960 to the Present

In 1960 AGC leaders announced to the membership that the organization had strengthened its relations with architects, made breakthroughs in relations with subcontractors, improved labor relations, and succeeded in vastly improving cooperation with labor toward protecting and expanding the market for contract construction, which rightfully belonged to the employers and workers of the industry.

Numerous legal questions arose under the new Landrum-Griffin Act, passed in 1959. The AGC urged that the National Labor Relations Board's general counsel present these questions to the full board for decision. A resolution was adopted at the AGC convention in San Francisco calling for better exchange of information on local labor policies between chapters and "visiting contractors" to correct practices not in conformity with existing local labor policy.

In the summer of 1962, AGC President Frank N. Burrows accepted on behalf of the AGC a certificate from the U.S Department of Labor recognizing the association's 25 years of cooperation in the national apprenticeship program.

Among the areas in which the AGC has long felt that construction employers and employees can and should work together are the following:

- Industry promotion
- Support of bond issues and appropriations for public works
- Promotion of industrial development
- Promotion of the contract system of construction and maintenance
- Promotion of better understanding by the public and the government of the special problems faced by the construction industry
- Civic and charitable ventures

The Modern Organizational Structure

Although the Associated General Contractors acts as a single body on all matters, it is divided into three occupational divisions representing the principal types of construction work: (1) Building Contractors' Division; (2) Highway Contractors' Division; and (3) Heavy Construction and Railroad Contractors' Division. Each has a chairperson and a vice-chairperson, who are elected by the division membership, and a manager, who is also a member of the national staff. The division chairpersons serve on the AGC's executive committee.

Although affiliated with the national association, AGC chapters and branches across the country are autonomous organizations, each having its own officers and executive staff. The national association is the body through which general contractors unite to take action on national problems related to their business, and the chapters and branches are the entities through which contractors seek solutions to local problems. Through coordination, guidance, and the exchange of information, the chapters and branches and the national association have developed a system of complete representation and service for general contractors at the local, state, and national levels in all aspects of management problems.

Major Goals and Achievements

Since its founding, the Associated General Contractors has done much to impress on the public the social and economic importance of the construction industry. As a result of the association's efforts, general contractors are now justifiably seen as key figures in the industry. Additional major accomplishments of the Associated General Contractors include the following:

- The association serves as a spokesperson for contractors in general and is an authoritative source of information on which legislators may base laws and regulations. For example, the association's testimony before congressional committees was instrumental in the passage of legislation for the nation's long-range highway construction program.
- Through the AGC the federal government and general contractors have cooperated effectively in times of national emergencies. Two examples of this vital role are the AGC's participation in the establishment and operation of the Wage Adjustment Board during World War II and the Construction Industry Stabilization Committee during the Korean Conflict.
- With respect to protecting the public and helping to ensure public satisfaction with the construc-

tion industry, the AGC developed a code of ethics for general contractors and promotes the concept of qualification and prequalification of bidders and the elimination of "loose" credit and other unsound policies in the construction industry. In cooperation with various professional societies and other gorups, it has developed standard contract forms. The improvement the AGC has helped foster in contract forms and specifications pertaining to public construction have helped save significant sums of public monies.

- The AGC offers guidance to general contractors on negotiations with labor on wages and working conditions, jurisdictional disputes, and stabilization of wages in times of emergency.
- The AGC has long encouraged improvement and expansion of apprenticeship training in the construction industry and has worked with various labor organizations to formulate apprenticeship standards.
- The AGC maintains a continuing program for the promotion of safety and accident prevention in the construction industry.
- The association publishes and updates regularly an equipment owner's expense manual for use in determining the costs of owning and maintaining construction equipment.
- The AGC was instrumental in efforts to standardize the sizes and capacities of mixers, pavers, and pumps. It also helped to establish the Modular Building Standards Association, whose purpose is to advance the use of modular dimensioning principles in building materials and specifications.
- The association maintains an information service for its chapters and members on the latest developments in the construction industry and related fields.

The AGC's Code of Ethics

In all activities the Associated General Contractors is guided by the association's Declaration of Principles and Code of Ethics, which was adopted at the AGC's sixth annual meeting in Washington, D.C., in January of 1925:

> The responsible contractor, whether an individual, firm, or corporation, must present, as a minimum of requirements, three essential qualifications, as follows:
>
> Integrity—He must consistently and persistently comply with the spirit as well as the letter of his contracts and must handle every transaction with fairness and honor.
>
> Skill—He must possess the necessary technical knowledge and practical business experience, as applied to his particular firm or group of undertakings, to enable him to carry them to completion in a workmanlike and economical manner.
>
> Responsibility—He must possess cash or credit to meet all his commitments, also the equipment and organization for the satisfactory performance of his undertakings.[2]

The National Association of Home Builders

The National Association of Home Builders (NAHB) was founded in 1943 to represent the interests of building and specialty contractors and suppliers engaged in residential construction. Membership in the NAHB includes more than 110,000 firms. NAHB headquarters is located in Washington, D.C., where the association is best able to deal on a day-to-day basis with Congress and the administration on matters of interest and importance to the association and its affiliate members.

In addition to its role in political and governmental representation on behalf of its members, the National Association of Home Builders provides many other services, products, and benefits, including publications of various types, audiovisual materials, membership incentives, an annual convention and trade show, legal services, information services, and photocopying services.

NAHB affiliate members in California belong to the California Building Industry Association (CBIA).

The California Building Industry Association

The California Building Industry Association, with headquarters in Sacramento, is a statewide organization of approximately 5,000 firms. Its primary function is to coordinate legislative activity in matters related to the housing industry. Its members also belong to the National Association of Home Builders.

A major undertaking of the CBIA each year is the Pacific Coast Builders Conference in San Francisco. This trade show, with its many exhibits of products and services and educational panels and programs, is the second largest industry show in the country (second only to that held in conjunction with the annual convention of the National Association of Home Builders). Approximately 2,000 builders register for the Pacific Coast Builders Conference each year, with some 150 firms exhibiting their products.

Local Building Industry Associations

Each of the six local Building Industry Associations in California is affiliated with the California Building Industry Association and the National Association of Home Builders; thus, members have representation at the local, state, and national levels.

[2]Booth Mooney, *Builders for Progress*, p. 39. Used by permission of the publisher.

The Regional Concept

The merger of local associations into regional organizations helps to avoid duplication of effort and provides for better communication among the members in a given area.

Divisions

The administration of each Building Industry Association is centralized for cost efficiency, but direct services to members are generally provided at the local level through divisional offices. (In the Building Industry Association of Northern California, for example, four such offices are maintained.) Divisional offices provide members with local government representation; hold monthly meetings that, for the most part, are of an educational nature; and provide opportunities for members to meet one another. The majority of most members' contact with and participation in their regional associations is through the local divisional offices and their activities. Each division has its own board of directors, officers, staff, committees, task forces, and councils.

Committees. Primarily through the various divisions, Building Industry Association committees exist to address ongoing issues within the industry. Committees that function at the divisional level include membership, governmental affairs, executive, finance, and public relations committees.

Task forces. Special task forces are formed when special problems dictate the need for them. Generally, a task force addresses a single issue and then dissolves when the problem is alleviated.

Councils. Within the structure of the building industry associations are councils that serve members with special interests. Councils have their own boards of directors and officers and hold monthly or other periodic meetings and seminars. Council membership requires nominal dues beyond those required for membership in the Building Industry Association. Three of these councils are described below:

- Sales and marketing councils—Sales and marketing councils serve members whose major responsibilities and interests lie in the selling and marketing of new homes and condominiums.
- Educational councils—Educational councils hold regular meetings designed to provide information to newcomers to the industry and keep industry veterans current on a variety of topics.
- Remodelers councils—The membership of remodelers councils consists of individuals and firms that specialize in property improvement.

Membership Classification

Building industry associations include two basic membership classifications:

1. Builder membership—The builder classification includes general contractors who hold a California B-1 license for new construction and remodeling. Builder members have the option to become parties to collective bargaining agreements with certain trade unions.
2. Associate membership—This classification encompasses individuals and firms that are not general contractors but whose business is related in some manner to the residential construction industry. Examples of associate members include subcontractors, materials suppliers, materials manufacturers, banks and savings and loans, engineers, architects, attorneys who represent building firms, title companies, builders' accounting firms, and consultants.

Other Organizations in the Industry

Many smaller and more specialized groups are also identified with employers in the construction industry. The members of these groups include general contractors, builders, subcontractors, architects and engineers, and others with similar interests in the industry. Many of these smaller organizations take part in collective bargaining negotiations, and many are also active in the apprenticeship program. The following are a few of these trade organizations and industry groups:

- Engineering and Grading Contractors Association—The members of this association, which has branches throughout the state, specialize in excavation, site development, grading, and paving.
- Builders Exchange—The Builders Exchange in a community provides a central location for coordination and exchange of information among builders, subcontractors, suppliers, and clients. The local Builders Exchange also provides goods and services (a plan room and message center, secretarial help) for which its members have mutual need.
- Independent associations—Independent groups within the industry are organized to consider and act on local problems relating to building codes, zoning ordinances, labor negotiations, and so forth.

Study Assignments

1. Walter E. Durbahn and Robert E. Putnam, *Fundamentals of Carpentry,* Vol. 1, *Tools, Materials,*

Practices (Fifth edition). Chicago: American Technical Society, 1977. Read Chapter 1, "Carpentry as a Trade."

2. *Constitution and Laws of the United Brotherhood of Carpenters and Joiners of America* (as amended, current edition). Read sections 1—7, 25, 26, 31, 42—44, 55—57, and 60. Become familiar with the remainder of the booklet (use the index as a guide).
3. Obtain and read available publications of the AGC, NAHB, and other employer organizations within the construction industry.
4. *The Carpenter.* (The monthly publication of the United Brotherhood of Carpenters and Joiners of America. Contains current information on the employee organization and its affiliates.) Read appropriate items.

THE APPRENTICE CARPENTER AND THE TRADE

TOPIC 7—HISTORICAL DEVELOPMENT OF EMPLOYER ASSOCIATIONS

Study Guide

Determine the correct word for each numbered blank in the sentence and write it in the corresponding blank at the right.

1. During World War I, the need became evident for an organization through which the federal government could maintain close contact with the _1_ _2_. — 1. _____ 2. _____

2. In July of 1918 the U.S. Chamber of Commerce, meeting in Atlantic City, N.J., established the National Federation of _3_ _4_. — 3. _____ 4. _____

3. The Associated General Contractors of America was originally known as the _5_ _6_ _7_ of the United States. — 5. _____ 6. _____ 7. _____

4. In 1930 the Associated General Contractors was very concerned about the use of _8_ _9_ on public works projects. — 8. _____ 9. _____

5. A major issue at the AGC's convention in 1931 was _10_. — 10. _____

6. The AGC considered the Davis-Bacon Act of 1931 incomplete because it did not require that contract-awarding officials determine and state in _11_ the minimum _12_ _13_ that were to prevail in each construction operation. — 11. _____ 12. _____ 13. _____

7. In the summer of 1939, the AGC and the building trades unions agreed that _14_ disputes would no longer be a cause for stopping work on a project. — 14. _____

8. In the first few months of 1941, the construction industry felt the first effects of the massive _15_ _16_ program authorized by Congress in 1940. — 15. _____ 16. _____

9. After the Japanese bombed Pearl Harbor, the AGC offered the use of all of its _17_ and pledged its cooperation in _18_ the construction industry to assist in the war effort. — 17. _____ 18. _____

10. At its 1947 convention the AGC approved a plan to form a joint committee with the American Federation of Labor's _19_ and _20_ _21_ Department for the purpose of settling disputes in the construction industry. — 19. _____ 20. _____ 21. _____

11. Federal control over construction ended in _22_. — 22. _____

12. In 1951 the construction industry became the biggest industry in the country, surpassing _23_. — 23. _____

13. Approximately one dollar in every _24_ spent for goods and services in the United States in 1953 was for construction of some type. — 24. _____

14. The AGC acts as a single body on all matters, but it is divided into _25_ occupational divisions representing the principal types of construction work. — 25. _____

15. The AGC offers guidance to general contractors on negotiations with labor on wages and working conditions, 26 disputes, and stabilization of 27 in times of emergency. 26. _____ 27. _____

16. The National Association of Home Builders was founded in 28 . 28. _____

17. National Association of Home Builders' affiliates in California belong to the California 29 30 Association. 29. _____ 30. _____

18. The merger of local associations into regional organizations helps to avoid 31 of effort and provides for better 32 in a given area. 31. _____ 32. _____

19. Building industry associations include 33 basic membership classifications. 33. _____

20. The builder membership classification in building industry associations includes general contractors who hold a California 34 license for new construction and remodeling. 34. _____

THE APPRENTICE CARPENTER AND THE TRADE

TOPIC 8—CHANGING TECHNOLOGY

This topic is planned to help you answer the following questions:

- **How is changing technology affecting the construction industry?**
- **What are some of the new methods and materials that have been introduced in the carpentry trade in recent years?**
- **Why must the carpenter keep informed about technological changes in the trade?**

The rate of technological change in America has increased rapidly in the years since World War II, and this has brought about vast, complex, and often dramatic changes in the nation's construction industry. Today, a building project can often be completed in half the time and with half the labor required for a comparable project 15 or 20 years ago. Changing technology has greatly increased the scope of knowledge required by carpenters. More than ever before, the industry demands that carpenters be qualified journey-level workers with sound craft educations, not merely "wood butchers."

The Impact of Changing Technology

Probably the most significant factor in our changing technology is automation. In its most general sense, the term *automation* means the use of automatic devices, systems, and methods to replace human effort in industrial processes. To those in the construction industry, automation means the use of new, fast tools, machines, and methods that cut down the time necessary to perform a task. It also means the use of new kinds of building materials, especially the increasing use of prefabricated units of construction.

New Materials and Methods

New materials and methods have brought changes to both the construction industry and the craft of carpentry. The development of low-cost waterproof adhesives led to the production of glue-laminated beams, which have made possible many new and exciting architectural designs. The use of exterior plywood for sheathing, form work, and other outdoor applications has made many former work practices obsolete. Contact glues have revolutionized interior finish.

Studs were formerly hand cut on the job, but now they are mass produced in special stud mills out in the woods and delivered to the jobsite ready to nail up. These mills also ship studs to prefabricating plants, where they become components in unitized wall panels that are delivered to the jobsite already assembled. Rafters, formerly laid out and hand sawn on the job, are now available in the form of prefabricated roof trusses ready for erection, or in the case of hips, valleys, and jacks, as precut items ready for nailing in place.

Precast, prestressed, and poststressed concrete have made possible such innovations as tilt-up, lift-slab, thin-shell, hanging-wall, and cantilever construction methods. Extruded aluminum has made the once-familiar double-hung window obsolete and has brought about a host of new developments. Gypsum drywall has eliminated the need for plaster grounds, scrub planes, and many interior-trim processes. Chipboard and pulpboard have extended the uses of wood, and the conversion of cellulose to plastics has further increased the importance of wood as a basic material of the construction industry.

Modern Tools and Equipment for Construction

The construction tools and equipment of the past, like older materials and methods of construction, have been improved or have lost their place to new items as a result of changing technology. Drywall brought with it "Stran-Steel," which made spot-welding machines and clip fasteners a part of the catalog of modern construction. Single jacks and star drills have given way to powder-actuated tools for fastening in masonry, concrete, steel, wood, and other materials. Radial saws and portable saws, electric drills, routers, sanders, power screwdrivers and planes, and a host of other power tools have mechanized work processes that were once considered to be exclusively in the realm of hand work. With the advent of the flush-type, factory prefit (and even prehung) door, the butt chisel and the butt gauge found their way into museums instead of into carpenters' toolboxes.

Confronting the Facts of Changing Technology

One can argue at length the good and bad effects of changing technology on the building trades, but such change is a fact of life. Old methods of hand crafting must give way to more efficient and economical means of production; this does not mean, however, that the need for highly skilled craftspersons is declin-

ing in the construction industry. On the contrary, the opportunities open to the truly skilled worker are increasing rather than decreasing, and nothing is likely to reverse this trend.

Another reality of technological change is that, as a result of the use of new materials and new techniques, disputes sometimes occur between two building trades over which one has the right to do a certain job. When such a jurisdictional dispute occurs, the secretary of the local Building Trades Council is called on to effect a local settlement, which usually applies only to that particular dispute. In the event the carpenter apprentice or journey-level carpenter is involved in a jurisdictional dispute, he or she should not only follow the correct procedures in seeking its settlement but also defend his or her right to perform work that clearly belongs to the craft.

A Final Word About Your Training

The achievements of a true artisan are worth all the sacrifice, time, and study required during the learning years. The carpenter who is soundly based in the theory as well as the mechanical skills of the trade will always be in demand; the inadequately trained semimechanic, on the other hand, will not be able to meet the demands of changing technology and will all too often "walk the streets." Industry has found no substitute for the first-rate artisan.

Study Assignment

Walter E. Durbahn and Robert E. Putnam, *Fundamentals of Carpentry,* Vol. I, *Tools, Materials, Practices* (Fifth edition). Chicago: American Technical Society, 1977. Read Chapter 6, "Wood Products and Wood Substitutes, Including Metals and Plastics."

THE APPRENTICE CARPENTER AND THE TRADE

TOPIC 8—CHANGING TECHNOLOGY

Study Guide

Determine the correct word for each numbered blank in the sentence and write it in the corresponding blank at the right.

1. Changing technology has greatly increased the scope of __1__ required by the carpenter. 1. _____

2. Probably the most significant factor in our changing technology is __2__. 2. _____

3. Studs were formerly hand cut on the job, but they are now mass produced in special __3__ __4__ and delivered to the jobsite ready to nail up. 3. _____ 4. _____

4. Precast, __5__, and __6__ concrete have made possible such innovations as tilt-up, lift-slab, thin-shell, hanging-wall, and cantilevered construction methods. 5. _____ 6. _____

5. Extruded aluminum has made the old-style __7__ - __8__ window obsolete. 7. _____ 8. _____

6. Gypsum drywall has eliminated the need for __9__ grounds. 9. _____

7. Wood can be modified to obtain greater strength and __10__ stability, smoother maintenance-free __11__, improved __12__ properties, and increased resistance to __13__ attack and decay. 10. _____ 11. _____ 12. _____ 13. _____

8. Plywood box beams and glue-laminated lumber beams are useful for bridging __14__ spans. 14. _____

9. An advantage of using trusses instead of conventional rafter construction for a roof is that __15__ partitions may be eliminated. 15. _____

10. Opportunities open to the truly skilled worker in construction are __16__, and nothing is likely to __17__ this trend. 16. _____ 17. _____

Instructional Materials

Materials Required for Each Apprentice*

1. *Carpentry—The Apprentice Carpenter and the Trade* (Workbook and tests). Sacramento: California State Department of Education, 1984. (Orders to: Department of Education, Publications Sales, P.O. Box 271, Sacramento, CA 95802-0271.)

2. *Constitution and Laws of the United Brotherhood of Carpenters and Joiners of America* (as amended).

3. Durbahn, Walter E., and Robert E. Putnam. *Fundamentals of Carpentry*, Vol. 1, *Tools, Materials, Practices* (Fifth edition). Chicago: American Technical Society, 1977. (Orders to: American Technical Publishers, 12235 S. Laramie Ave., Alsip, IL 60658.)

Materials Recommended for Further Reference

1. Brooks, Thomas R. *The Road to Dignity: A Century of Conflict.* New York: Atheneum, 1981.

2. *California Labor Code* Compiled by the California Legislative Counsel. (Orders to: Department of General Services, Documents and Publications Section, P.O. Box 1015, North Highlands, CA 95660.)

3. *CAL/OSHA, State of California Construction Safety Orders* Los Angeles: Building News, Inc. (Orders to: Building News, Inc., 3055 Overland Ave., Los Angeles, CA 90034.)

4. *The Carpenter.* The monthly publication of the United Brotherhood of Carpenters and Joiners of America. (Orders to: United Brotherhood of Carpenters and Joiners of America, 101 Constitution Ave., N.W., Washington, DC 20001.)

5. *Carpentry* instructional units. Washington, D.C.: United Brotherhood of Carpenters and Joiners of America, Apprenticeship and Training Department.

6. Current collective bargaining agreement for the local area; trade rules and union bylaws; and fringe benefit pamphlets available from the trust fund and union offices.

7. Durbahn, Walter E., and Elmer W. Sundberg. *Fundamentals of Carpentry*, Vol. 2, *Practical Construction* (Fifth edition). Chicago: American Technical Society, 1977. (Orders to: American Technical Publishers, 12235 S. Laramie Ave., Alsip, IL 60658.)

8. Feirer, John, and Gilbert Hutchings. *Carpentry and Building Construction.* Peoria, Ill.: Charles A. Bennett Company, Inc., 1976. (Orders to: Charles Scribner's Sons, Shipping and Service Center, Vreeland Ave., Totowa, NJ 07512.)

9. Mooney, Booth. *Builders for Progress: The Story of the Associated General Contractors of America.* New York: McGraw-Hill Book Company, 1965.

10. Pamphlets on the following: California's unemployment insurance and disability insurance programs (available from field offices of the Department of Employment Development); the California Workers' Compensation Law (available from offices of the Division of Industrial Accidents, Department of Industrial Relations); and the federal social security program (available from offices of the Social Security Administration, U.S. Department of Health, Education, and Welfare).

11. Publications of employer organizations (AGC, NAHB, others) of general interest to the carpenter and the carpenter apprentice.

12. *They Kept Ahead of the Future: A Brief History of the United Brotherhood of Carpenters and Joiners of America, AFL-CIO, CLC.* Washington: United Brotherhood of Carpenters and Joiners of America, AFL-CIO, CLC, n.d.

13. Willow, Thomas. *The Powers That Have Been.* n.p. Associated General Contractors of California, 1980.

*Use latest editions of all references.

Course in Carpentry

THE APPRENTICE CARPENTER AND THE TRADE

Tests

The following section contains objective tests for each topic of the workbook. The value of the tests depends to a great extent on the care taken by instructors and school supervisors in keeping them confidential.

Supervisors and instructors should feel free to modify the application of the workbook material and the tests to satisfy local needs. Also, instructors will probably supplement the information in the workbook with other material that they have developed, and they will need to augment the tests with questions based on any supplementary material they may use.

Instructors and supervisors should be aware that the test pages are perforated to facilitate removal of the tests, either individually or as a complete set, at the discretion of the instructor or supervisor.

The Apprentice Carpenter and the Trade—Tests

TOPIC 1 — A THREE-DIMENSIONAL LOOK AT CARPENTRY

Decide which of the four answers is correct, or most correct; then write the corresponding letter in the blank at the right.

1. The fundamental purposes of carpentry apprenticeship are to give qualified youths an opportunity to learn a skilled trade, to provide the industry with skilled workers, and to: 1. ____

   a. Test new construction methods.
   b. Upgrade the skills of journey-level carpenters.
   c. Motivate youths to study.
   d. Perpetuate the craft.

2. The United Brotherhood of Carpenters and Joiners of America was founded in the year: 2. ____

   a. 1865
   b. 1881
   c. 1903
   d. 1933

3. Millworkers, cabinetmakers, and other similar woodworking craftpersons belong to a large group of workers within the carpentry trade who are: 3. ____

   a. Mainly seasonal employees
   b. Semiskilled
   c. Employed in factories
   d. Not admitted to UBC & JA membership

4. The United Brotherhood of Carpenters and Joiners of America provided for apprenticeship training in its first: 4. ____

   a. Bylaws
   b. Procedures
   c. Constitution
   d. Convention

5. Apprenticeship today is a joint labor-management program assisted by: 5. ____

   a. Governmental agencies
   b. The public schools
   c. The State Department of Education
   d. All the above

6. During the second historical phase of apprenticeship, responsibility for apprenticeship training belonged to the: 6. ____

a. Masters
b. Factory managers
c. Unions
d. Employers

7. In the ancient beginnings of apprenticeship, the teaching of a skilled craft was the direct responsibility of the: 7. ____

a. Trade council
b. Master
c. Journey-level worker
d. Employer

8. Apprentices are selected for apprenticeship training without regard to their race, creed, color, sex, political opinions, or: 8. ____

a. Age
b. Abilities
c. National origin
d. Aptitudes

9. Entrance into carpentry apprenticeship has always been based on employment opportunities, physical aptitudes, and: 9. ____

a. Educational preparation
b. Demonstration of trade skills
c. Personality
d. Need for employment

10. Carpentry apprenticeship is a system of on-the-job training combined with classes of related: 10. ____

a. Activity
b. Instruction
c. Drills
d. Lectures

THE APPRENTICE CARPENTER AND THE TRADE—TESTS

TOPIC 2 — THE APPRENTICESHIP PROGRAM

Decide which of the four answers is correct, or most correct; then write the corresponding letter in the blank at the right.

1. The Davis-Bacon Act provides that the wage scales established for private industry in an area will also apply in that area for: 1. ____

   a. State construction projects
   b. Federal public works projects
   c. Municipal projects
   d. School and hospital construction

2. The Taft-Hartley Act permits the existence of a union shop, prohibits a closed shop, provides for a cooling-off period before certain strikes can be called, and guarantees the right of workers to organize and: 2. ____

   a. Bargain collectively
   b. Establish trust funds
   c. Obtain injunctions
   d. Boycott employers

3. The Walsh-Healy Act, as amended, establishes standards for pay and working conditions for persons employed under contracts or subcontracts with: 3. ____

   a. State governments
   b. General contractors
   c. Foreign governments
   d. The federal government

4. All of the parties to an apprentice agreement: 4. ____

   a. Must be bonded
   b. Assume obligations to one another
   c. Must be insured
   d. Are bound by the contract for a period of 1 year

5. Before an apprentice can be advanced to the next rate of pay, approval must be obtained from the: 5. ____

   a. Union business agent
   b. Joint apprenticeship committee
   c. Apprenticeship coordinator
   d. Division of Apprenticeship Standards

6. The UBC & JA *Constitution and Laws* contains a provision that affirms that the rights of all labor are: 6. ____

   a. Revocable
   b. Negotiable
   c. Identical
   d. Conditional

7. The practice of discrimination in matters of education, employment, housing, and voting is prohibited by what legislative act? 7. ____

   a. Civil Rights Act
   b. Walsh-Healy Act
   c. National Labor Relations Act
   d. Fitzgerald Act

8. How much are the members of the joint apprenticeship committee paid for their service on the committee? 8. ____

a. $300 per month
b. $475 per month
c. $30 per scheduled meeting
d. Nothing—they are volunteers

9. Joint apprenticeship committees are made up of equal numbers of representatives from the employers and the: 9. ____

a. Employees
b. Public schools
c. California Apprenticeship Council
d. DAS

10. The written authority under which each apprenticeship program is conducted is called the: 10. ____

a. Apprentice agreement
b. Indenture
c. Constitution and laws
d. Apprenticeship standards

11. Normally, apprentices are indentured to the: 11. ____

a. Business agent
b. Joint apprenticeship committee
c. Employer
d. Apprenticeship coordinator

12. The Division of Apprenticeship Standards was established: 12. ____

a. By the Fitzgerald Act
b. To regulate apprenticeship committees
c. By the U.S. Secretary of Labor
d. To carry out policies of the CAC

13. Under provisions of the Apprentice Labor Standards Act, the California Apprenticeship Council was established as a: 13. ____

a. Lobbying organization
b. Policymaking body
c. Fund-raising group
d. Statewide JAC

14. The basic California legislative act relating to apprenticeship is the: 14. ____

a. Shelley-Maloney Act
b. Fair Labor Standards Act
c. Fitzgerald Act
d. Davis-Bacon Act

15. The basic federal legislative act affecting apprenticeship is the: 15. ____

a. Landrum-Griffin Act
b. Fitzgerald Act
c. Shelley-Maloney Act
d. Fair Labor Standards Act

THE APPRENTICE CARPENTER AND THE TRADE—TESTS

TOPIC 3 — APPRENTICESHIP AND THE PUBLIC SCHOOLS

Decide which of the four answers is correct, or most correct; then write the corresponding letter in the blank at the right.

1. Apprentices are required to attend related-instruction classes: 1. ____

   a. At their places of employment
   b. Unless excused by their employers
   c. If it is convenient for them to do so
   d. Regularly and promptly

2. Joint apprenticeship committees and educational advisory committees are made up of representatives of: 2. ____

   a. The schools and the employers
   b. The union and the schools
   c. The employers and the union
   d. The employers only

3. The minimum number of hours of related classroom instruction required per year for apprentices in California is: 3. ____

   a. 100
   b. 144
   c. 200
   d. 224

4. The State Department of Education conducts training programs for: 4. ____

   a. Union business representatives
   b. Apprenticeship teachers and coordinators
   c. Apprentices
   d. Journey-level workers

5. When an apprentice is working in an area where it is impossible to attend the required classes, the joint apprenticeship committee may provide for completion of the required assignments through: 5. ____

   a. The union business representative
   b. Equivalent on-the-job training
   c. Correspondence
   d. A traveling instructor

6. The instructor of a related-instruction class is an employee of the: 6. ____

   a. Union
   b. Employer associations
   c. Joint apprenticeship committee
   d. School district

7. Each school district that provides related instruction obtains the advice and assistance of an educational: 7. ____

   a. Coordinator
   b. Advisory committee
   c. Director
   d. Review board

8. Related instruction is given by a teacher who holds a California vocational teaching credential and who is a well-informed, highly skilled: 8. ____

a. Coordinator
b. Business representative
c. Journey-level worker
d. Administrator

9. Responsibility for related-instruction classes for apprentices is assumed by the: 9. ____

a. Director of Apprenticeship
b. Joint apprenticeship committee
c. Department of Education
d. Public schools

10. Responsibility for the guidance and supervision of apprentices on the job is assumed by: 10. ____

a. The public schools
b. Business representatives
c. Coordinators
d. Industry

THE APPRENTICE CARPENTER AND THE TRADE—TESTS

TOPIC 4 — COLLECTIVE BARGAINING AND ITS RESULTS

Decide which of the four answers is correct, or most correct; then write the corresponding letter in the blank at the right.

1. The specific procedures for amending the master agreement vary in each contract area, but the general practice is to serve a notice of: 1. ____

   a. No confidence
   b. Desire to amend
   c. Arbitration
   d. Disagreement

2. The purpose of negotiated annuity plans is to allow workers the opportunity to: 2. ____

   a. Buy annuities through the local union.
   b. Participate in tax shelters.
   c. Increase their influence in political issues.
   d. All of the above.

3. The labor agreement in a contract area also provides for employer contributions to a trust fund for sponsoring: 3. ____

   a. Skills contests
   b. Industry-approved products
   c. The disability insurance program
   d. The apprenticeship program

4. Labor agreements in the construction industry provide for pension plans, health and welfare plans, and vacation plans that are paid for by the: 4. ____

   a. Union
   b. Employer
   c. Employee
   d. Employee and employer

5. Labor agreements are registered and filed with all appropriate state and federal agencies and are: 5. ____

   a. Informal agreements
   b. Not amendable
   c. Lawful contracts
   d. Statewide in scope

6. Labor agreements are usually negotiated for periods of: 6. ____

   a. 1 or more years
   b. 2 to 4 years
   c. 3 to 5 years
   d. 4 to 6 years

7. A uniformly applied agreement between the subordinate bodies of the union and the employer organizations within a defined geographical area is called a(n): 7. ____

   a. Collective agreement
   b. Master agreement
   c. Limited agreement
   d. Area agreement

8. After 1935 in the United States, the negotiation of written contracts between the unions and the employers became: 8. ____

   a. Required by law
   b. Illegal at the local level
   c. Federally supervised
   d. General practice

9. Widespread acceptance of collective bargaining in the United States began with passage of the: 9. ____

a. Articles of Confederation
b. Wagner Act
c. Fitzgerald Act
d. Shelley-Maloney Act

10. Negotiation by representatives of both the union and the employer is called: 10. ____

a. Direct negotiation
b. Bilateral negotiation
c. Collective bargaining
d. Binding arbitration

THE APPRENTICE CARPENTER AND THE TRADE—TESTS

TOPIC 5 — WAGES AND BENEFITS

Decide which of the four answers is correct, or most correct; then write the corresponding letter in the blank at the right.

1. The Workers' Compensation Law does not provide for payment of: 1. ____

   a. Permanent disability benefits
   b. Retirement benefits
   c. Medical expenses
   d. Death benefits

2. Unemployment insurance benefits are paid: 2. ____

   a. To all unemployed persons
   b. To disabled workers
   c. Weekly
   d. Monthly

3. If a retired worker's wife is eligible for social security retirement benefits based on her own earnings and is also eligible for benefits based on her husband's earnings, what will she receive? 3. ____

   a. The larger of the two benefits
   b. Both benefits
   c. Benefits based on her earnings
   d. Half her husband's benefits

4. In addition to retirement benefits, the social security program provides for: 4. ____

   a. Survivors' benefits
   b. Disability benefits
   c. Medical benefits
   d. All the above

5. An injured employee may lose his or her eligibility for workers' compensation benefits if the employee does not: 5. ____

   a. Notify the employer about the injury within 30 days.
   b. Notify the employer's insurance carrier within 48 hours.
   c. Inform the Division of Industrial Accidents.
   d. File a claim form with the insurance carrier.

6. The California Workers' Compensation Law provides that a worker injured on the job can receive benefits: 6. ____

   a. After exhausting unemployment benefits
   b. If the injury was the employer's fault
   c. If the injury was not the worker's fault
   d. Regardless of who was at fault

7. The disability insurance program is paid for by: 7. ____

   a. Employer contributions
   b. Deductions from paychecks
   c. Employer and employee contributions
   d. Federal and state taxes

8. Most workers in California are entitled to disability insurance payments when they are unable to do their regular work because of an injury or sickness that: 8. ____

   a. Did not result from their work
   b. Is covered by workers' compensation insurance
   c. Occurred as a result of their work
   d. Is not covered under a private health plan

9. Weekly unemployment insurance benefits are based on the claimant's earnings: 9. ____

   a. During the base period on which his or her benefits are computed
   b. During his or her last full month of employment
   c. For the previous year, less $600
   d. Averaged for the 3 previous years

10. To maintain eligibility for unemployment insurance benefits, an unemployed worker must: 10. ____

    a. Be actively seeking work.
    b. File a doctor's certificate if he or she is ill.
    c. Not leave town.
    d. File a new claim each week.

11. Unemployment insurance premiums are paid by the: 11. ____

    a. Employer
    b. Employee
    c. Employer and employee
    d. Union

12. A deduction for "OASDI" on an employee's check stub is a deduction for: 12. ____

    a. Unemployment insurance
    b. Social security
    c. Federal income tax
    d. Workers' compensation insurance

13. To be eligible for retirement benefits under the Social Security Law, a worker must be: 13. ____

    a. Fully insured under the Law
    b. Unable to work
    c. At least sixty-three years of age
    d. Not eligible for any other retirement benefits

14. If a dispute relating to a payroll accounting matter cannot be satisfactorily resolved, the carpenter should report the dispute to the union: 14. ____

    a. Secretary
    b. Education coordinator
    c. Apprenticeship committee
    d. Business representative

15. A carpenter who is out of work should report first to the: 15. ____

    a. State employment office
    b. Union office
    c. Social security office
    d. Workers' compensation office

THE APPRENTICE CARPENTER AND THE TRADE—TESTS

TOPIC 6 — HISTORICAL DEVELOPMENT OF THE UNITED BROTHERHOOD

Decide which of the four answers is correct, or most correct; then write the corresponding letter in the blank at the right.

1. In what may have been the first successful strike in America, carpenters in Philadelphia achieved the 12-hour workday in what year? 1. ____

   a. 1780
   b. 1791
   c. 1880
   d. 1891

2. The Brotherhood of Carpenters and Joiners of America was founded on August 8, 1881, in: 2. ____

   a. Philadelphia
   b. Washington
   c. Chicago
   d. St. Louis

3. The driving force behind the establishment of a national carpenters' union was: 3. ____

   a. Booth Mooney
   b. Samuel Gompers
   c. Gabriel Edmonston
   d. Peter McGuire

4. Which of the following served as president of the United Brotherhood for 36 years? 4. ____

   a. William Levi Hutcheson
   b. Peter McGuire
   c. Maurice A. Hutcheson
   d. William Konyha

5. As a result of the Great Depression, approximately what percentage of carpenters were out of work in 1933? 5. ____

   a. 40
   b. 60
   c. 70
   d. 80

6. The right of workers to organize is guaranteed under provisions of the: 6. ____

   a. American Plan
   b. Wagner Act
   c. Taft-Hartley Act
   d. None of the above

7. Membership in the United Brotherhood of Carpenters and Joiners of America in the early 1980s totaled approximately how many members? 7. ____

   a. 1,000,000
   b. 750,000
   c. 500,000
   d. 250,000

8. The union is represented on the job by the: 8. ____

   a. Business representative
   b. Job supervisor
   c. Union's attorney
   d. Shop steward

9. Business representatives attending the George Meany Center for Labor Studies receive instruction in: 9. ____

   a. Public speaking
   b. Collective bargaining
   c. Occupational safety
   d. All of the above

10. Local unions are able to guide the activities of the Brotherhood's general officers through: 10. ____

   a. Their subscription fees to *The Carpenter*
   b. Refusal to pay their dues
   c. Their elected delegates to the general convention
   d. Strikes

THE APPRENTICE CARPENTER AND THE TRADE—TESTS

TOPIC 7 — HISTORICAL DEVELOPMENT OF EMPLOYER ASSOCIATIONS

Decide which of the four answers is correct, or most correct; then write the corresponding letter in the blank at the right.

1. An early step in the establishment of the National Federation of Building Industries (the forerunner of the Associated General Contractors) was a request from which U.S. President? 1. ____

   a. Theodore Roosevelt
   b. Woodrow Wilson
   c. William Taft
   d. None of the above

2. The first president of the Associated General Contractors was: 2. ____

   a. Peter McGuire
   b. Thomas Flagler
   c. George Walbridge
   d. Daniel Garber

3. Which of the following contained a clause requiring that laborers employed by contractors or subcontractors would not be paid less than the prevailing wage for similar work in the city or other civil division in the state in which a building project was located? 3. ____

   a. Davis-Bacon Act
   b. Shelley-Maloney Act
   c. Taft-Hartley Act
   d. Fitzgerald Act

4. In what year did the construction industry finally replace agriculture as the biggest industry in the United States? 4. ____

   a. 1949
   b. 1951
   c. 1955
   d. 1960

5. The year 1962 marked the AGC's twenty-fifth year of cooperation with: 5. ____

   a. The AFL-CIO
   b. The Army Corps of Engineers
   c. The AF of L's Building and Construction Trades Department
   d. Apprenticeship programs

6. AGC chapters across the country are: 6. ____

   a. Autonomous
   b. Linked by computer to the national headquarters
   c. Dependent on the national organization for direction
   d. None of the above

7. The AGC has been instrumental in: 7. ____

   a. Protecting the public and helping to ensure the public's satisfaction with the construction industry
   b. Offering guidance to general contractors on a variety of issues
   c. Promoting safety and accident prevention in the construction industry
   d. All of the above

8. The AGC's Code of Ethics requires that members demonstrate three essential qualifications: 8. ____

   a. Integrity, skill, and experience
   b. Skill, responsibility, and commitment
   c. Integrity, skill, and responsibility
   d. Responsibility, knowledge, and skill

9. Which of the following is (are) among the products, services, and benefits that the National Association of Home Builders provides to its members? 9. ____

   a. Publications
   b. Legal services
   c. Audiovisual materials
   d. All of the above

10. The annual Pacific Coast Builders Conference is a major undertaking of the: 10. ____

   a. West Coast Building Industry Association
   b. California Building Industry Association
   c. California Association of General Contractors
   d. Associated General Contractors, Western Division

THE APPRENTICE CARPENTER AND THE TRADE—TESTS

TOPIC 8 — CHANGING TECHNOLOGY

Decide which of the four answers is correct, or most correct; then write the corresponding letter in the blank at the right.

1. Factory prehung doors have practically eliminated the need for the: 1. ____

   a. T bevel
   b. Butt gauge
   c. Carpenter's square
   d. Millworker

2. What type of beam is often used where light weight, great strength, and negligible shrinkage are required, as for bridging a wide span? 2. ____

   a. Prestressed beam
   b. Webbed metal beam
   c. Box beam
   d. Transverse beam

3. Studs are now mass produced in special stud mills that are located: 3. ____

   a. Near the jobsite
   b. In industrial areas
   c. Out in the woods
   d. Near rail terminals

4. When a jurisdictional dispute arises between two building trades, a settlement should be effected by the local: 4. ____

   a. Building trades council
   b. Builders exchange
   c. Union coordinator
   d. Chamber of commerce

5. Single jacks and star drills have given way to what tools for fastening in masonry and concrete? 5. ____

   a. High-speed drills
   b. Diamond drills
   c. Power-driven tools
   d. Powder-actuated tools

6. The use of automatic devices, systems, and methods to replace human effort in industrial processes is a good general definition for: 6. ____

   a. Technological progress
   b. Automation
   c. Unitizing
   d. Prefabrication

7. Contact glues have revolutionized: 7. ____

   a. Interior finish
   b. Exterior Finish
   c. Form construction
   d. Sheathing

8. The economical production of laminated lumber beams was made possible by the development of inexpensive: 8. ____

   a. Fasteners
   b. Jointers
   c. Waterproof adhesives
   d. Exterior plywood

9. The old-style double-hung window was made obsolete by the development of: 9. ____

a. Tempered glass
b. Standard window sizes
c. Extruded aluminum
d. Improved fasteners

10. Probably the most significant factor in the changing technology of our country is the increasing use of: 10. ____

a. Automation
b. Power hand tools
c. Large machines
d. Atomic energy

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